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ABSTRACT

This report describes and analyzes the transition process used at Savanna High School, Anaheim, California, and documents the unique contribution of the school's Independent Living Skills Transition Center. The report's seven sections focus on: (1) transition definitions and the need for a shared definition among agency personnel; (2) team membership and the individualized education program meeting; (3) transition team roles and issues impeding transition skills acquisition; (4) analyses of three model systems, depicting the dynamic exchange of student information among service providers, the networking process among transition team members, and the typical student paths through the school system and other services en route to adult community living; (5) subjective and objective evidence of student needs and program efficacy; (6) key elements of a team model; and (7) optimization of the transition process. Appendices contain survey forms and program evaluation forms used with school personnel, parents, students, and community agency representatives; a manual titled "Model Program and Guidelines for Occupational Therapist Training in Delivery of High School-Based Transition Services for Students with Disabilities," edited by Jeanne Jackson (Appendix B); and a study titled "Transition Needs Assessment of High School Students with Severe Disabilities and Their Parents and Teachers," by Florence Clark et al. (Appendix D) (JDD)

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Documentation of a Collaborative Transition Planning System:

University of Southern California

Education Transition Center

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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1988

Documentation of a Collaborative Transition Planning System:

A Curriculum Planning Guide for Students with Mild Disabilities

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INTRODUCTION

The following report is submitted as the final product for the Documentation of a Collaborative Transition Planning System awarded by the Educational Training Center to Jeanne Jackson, M.A., OTR, of the Department of Occupational Therapy, University of Southern California. The purpose of the project was twofold. The first objective was to describe and analyze the transition process used at Savanna High School, Anaheim, California. Conclusions and recommendations useful for designing and implementing a statewide transition plan are included. The second objective was to document the unique contribution to the overall transition process of the Independent Living Skills Transition (ILST) Center at Savanna High School, the establishment of which was funded by the Department of Education, Office of Special Education and Rehabilitative Services (OSERS). The Center began in 1984 following the award of a pupil personnel training grant awarded to Florence Clark, Ph.D., OTR, of the Department of Occupational Therapy, University of Southern California. One purpose of the OSERS grant was to collaborate with Savanna High School in establishing an Independent Living Skills Transition Center to prepare students in special day classes with the skills and qualifications necessary for successful participation in the community following graduation. In addition, as part of the OSERS-funded grant, multiple studies were conducted. Results of these studies are included in this report as they shed light on aspects of the transition process which occurs at Savanna High School.

The analyses presented in this report also utilized data that were collected through hour-long taped interviews with 19 members of the transition

team, including: (a) school-based personnel (for example, special educators, a psychologist, an adaptive physical educator, and one occupational therapist from the ILST Center); (b) two parents and two students; (c) a community representative (i.e., from the Regional Occupational Program (ROP), the Developmental Disability Service, Dayle McIntosh Center for Independent Living, California Children's Services, and two community colleges). Appendix A includes copies of the survey that was used in interviewing the respondents. Based on the guidelines established by the Education Transition Center (ETC), the results are presented in seven sections: transition definition; team membership/IEP meetings; team roles and responsibilities; system analysis of team dynamics; subjective and objective documentation of students' needs and program effectiveness; key elements of team models; and conclusion.

It is important to acknowledge the limitations of the study at the outset of the report. First, the analyses are based solely on the information attained through the interview process. It is possible that the survey lacked sufficient sensitivity needed to elicit a complete profile of the perspectives of the respondents. Information offered about community agencies may have been influenced by the personal views of the particular representatives who completed the survey. Care in generalizing information must be taken as the population survey was limited to one school system and the community services available to it in one school district.

TRANSITION DEFINED

From the beginning of the research process for documentation of the transition process at Savanna High School, the wide variation in the meaning of transition itself to the respondents was evident. This necessitated an examination of the respondents' definitions of transition.

The Education Transition Center's definition of transition was used as an inclusive model of potential content areas. Chart 1 displays definitions provided in interviews along with a breakdown of their themes. A synthesis of transition definition as well as a discussion on how different perspectives affect the provision of comprehensive transition services will be presented. According to the State of California Department of Education, successful transition includes meaningful employment and participation in the community (e.g., living arrangement, social activities, recreation activities, and on-going educational opportunities). This definition endorsed by ETC broadly encompasses five content areas: employment, type of residential living, leisure activities, social network, and educational opportunities.

The most universal and pressing index of successful transition identified by school personnel was employment. Only one teacher, the representative from the Regional Occupation Program, and the occupational therapist acknowledged that engagement in activities other than those which were economically productive such as volunteer work or continuing education could be considered a viable alternative to work as an index of transition success. Second to work, student's internal qualities were highlighted by respondents as important to successful transition. These include level of

Component	Definition														
[illegible]	"Meaningful employment and participation in the community (e.g., living arrangements, social activities, recreational activities, ongoing educational opportunities, etc.)."	✓		✓	✓	✓									
[illegible]															
Severely Emotionally Disturbed	"Just getting married . . . just being able to be responsible and accountable for yourself." "Being able to hold down a job, pay your bills and have a little fun."	✓				✓				✓					
Communication Handicapped	"Four years of working on their prevocational skills, but as soon as they graduate we're through with them. . . . And even their parents will allow them to do and they decide to do."	✓	✓												
Learning Handicapped	"Playing the game of citizenship in our society. Can earning despite not being an advantaged, get a job, any degree of self esteem at all."	✓										✓			
Multiply Handicapped	"Somebody that gets up every morning and goes someplace. They're going to a job . . . a voluntary position. But sitting home watching T.V. I would like them to live independently. For my students that would be sheltered shops or them or group home." "Being able to live independently, with as little outside help as possible. Daily living, social, work, health aware."	✓		✓	✓	✓	✓	✓							
Adaptive P.E.	"Possessing the self confidence, maturity, and self esteem to allow students to achieve their desires and accept responsibility."								✓	✓	✓				
ROP	"Diploma, hired to job . . . comes up with plan for what they want to do, be with, school, military"	✓	✓	✓						✓					
VISTE	"Self directed participation in all the seven aspects of community life including residence in least restrictive environment, social-leisure network, 3 occupation areas, volunteer activities, continuing education. Possessing self-esteem, self awareness, resilience, & coping behavior needed to make appropriate decisions & plans for community living."	✓		✓	✓	✓	✓		✓			✓	✓	✓	
Parent	"Most living in their own place and strong . . . involves a whole lot more than regular education." "The bridging of that being in an enclosed classroom situation in which he's told how to do everything on a regular basis and then going over into work being able to finally have a job and learn to control his own behavior, pay the bills, be on time to work and be accountable to himself."	✓			✓			✓		✓					
Student	"Shopping and work"	✓													
[illegible]															
CCS	"Function as an economically productive member of society . . . most successful" "most independent level of living"	✓			Imp										
ROP	"Taking responsibility through work." "It's a process, we are part of the process."	✓													
WEP	"Depends on a client's needs . . . . High school to integrated work program program . . . involvement in least restricted program"	✓			Imp.										
Davis Network	"Successful transition . . . a disabled young person chooses of all the options and can weight them, and chooses the most appropriate option for their particular goal . . . a clear sense of what they want to do with life, can set goals and objectives, understand options for meeting them, pick the most viable options and have success in meeting them . . . starts with good self-esteem, need basic tools and training . . . socialization makes or breaks persons' will being . . . social activities . . . job."	✓			✓	✓	✓		✓	✓	✓	✓			
Fullerton College	"Independent employment"	✓													
Cypress College	"Successful transition is characterized by program involvement that is determined by student need, training in the environment, in structured/realigned oriented to realistic adult need, and goals which truly encourage independence."	✓				✓	✓	✓							

Imp=Implied

self-esteem, ability to assume responsibility, capacity for self-direction, and personal life satisfaction.

Although parents were in agreement with school personnel in identifying jobs, independent residence, and internal qualities as important to transition, they clearly defined personal behavior management as a more vital element for successful transition than skill acquisition. Inability to take responsibility for behavior and the lack of intrinsic motivation were stressed as major blocks to success in the community.

Community agency representatives appeared to be more selective in their definition of transition. Each representative identified employment as an essential component. The respondent from one agency acknowledged decision making and understanding options as important criteria. Living independently was implied but not directly addressed by these respondents.

The frame of reference which relies on work as a determinant of success in the community is aligned with the earlier definitions of transition set forth by the Department of Education, Office of Special Education and Rehabilitative Services (OSERS). However, transition experts have criticized this narrow view of transition particularly its neglect in addressing ones need for independent residence and a satisfying social network (Halpern, 1987). Through its broad definition of transition, the ETC acknowledges the deficits in OSERS initial perspective on transition, and adds a more comprehensive outlook to the needs of graduates from high school special education classes.

Only two of the 19 persons interviewed provided a definition which compares favorably with that of the California Department of Education,

encompassing work, residence, and social networking. The discrepancy in the definitions employed by the respective respondents is critical to the goals set forth by ETC. In order to optimize the transition process, all participants in the system must adopt a broad and congruent philosophical perspective on transition. The fit of program services to the needs of high school special education students relies on the conceptualization of transition endorsed by the agency. Communication is not only enforced by the group's common definition, but communication with community agencies becomes more important with the broader meaning. If the underlying assumptions remain narrow, (i.e., only focus on work), the programs will, understandably, lack the services required to address the wide scope of truly successful transition. For example, if a teacher views success as receiving a diploma, then his or her classroom activities will most likely focus on academics and not address community skills.

Equally important is the precision with which successful transition is defined. Most respondents had a sense of the personal characteristics that distinguished individuals who will be successful in transition from those who will not. Yet only two respondents could operationalize these characteristics to include them in specific program components. Program services reflect the accuracy with which transition is defined.

Summary

It is evident that all groups involved in transition, parents, school personnel and community agency representatives recognize work as a keystone to successful transition. The most salient point to be taken from this initial analysis of the definition of transition is that education

regarding the meaning of transition is essential to the development of a statewide transition program. All professionals contributing to transition services must be thoroughly educated about the meaning of transition as endorsed by the California State Department of Education. A shared sense of understanding of what constitutes transition among agency personnel will foster coordination and planning of services to accomplish multifaceted transition goals.

TEAM MEMBERSHIP AND THE IEP MEETING

TEAM MEMBERSHIP

As previously stated, the transition team used at Savanna High School included representatives from high school-based services, from community agencies, and parents. Any individual who provides transition services to the student who spends the majority of his or her day in self-contained classrooms was considered to be part of the transition team for the purpose of this research. Although this process for selecting the potential members of the transition team is liberal, it leads to a more complete examination of the levels of involvement in the system.

INDIVIDUALIZED EDUCATIONAL PLANNING(IEP) MEETING

IEP Participation

IEP meetings serve as the formal institute for goal setting and must, therefore, be considered an important facet of the transition team's performance. Attendance (Figure 1) is mandatory for several members of the transition team, the special education teachers, the parents,

IEP MEETINGS

Attendance Mandatory	Attendance As Needed
Psychology	Regional Occupation Program
Academic	California Children's Services
Parent	Physical Therapy
Student	Speech
ILSTC	
Adaptive Physical Education	

Figure 2. Members' attendance at IEP meetings.

and the students. Community agencies are rarely represented at the meetings. Most networking with community agencies occurs outside the context of the meeting. Exceptions include Regional Occupation Program (ROP) and California Children's Services (CCS) because particular representatives from these agencies are assigned to the campus.

The psychologist chairs the IEP meetings. She describes herself as a resource contact, responsible for overall district scheduling of IEP meetings, coordinating student placement in least restrictive environments, and networking with outside agencies as referred.

The perceived role of the special education teacher is to organize the logistics of the meeting, initiate the process of goal setting, provide input on progress toward previously established goals, develop new yearly goals in conjunction with other members and collate information to be distributed to the members of the team.

Occupational therapists from the Independent Living Skills Transition (ILST) Center contribute information on student attainment of goals as manifested in either the community or simulated home environment of the ILST Center. Goals for student programming address daily living, social, leisure, and prevocation needs.

Other related service providers also give input in their areas of expertise. Adaptive physical educators discuss gross and fine motor performance as well as social interaction styles when engaging in competition or cooperative sports activities.

Although interviews were not representative of all the parents at Savanna, responses suggested that it is questionable whether parents

identify themselves as initiators and active participators in the transition process or as more passive recipients of information and consumers of services.

RECOMMENDATIONS FOR IMPROVED PERFORMANCE IN IEP MEETINGS

The most valued strength of the IEP meeting identified by school personnel was the time allotment for parent-professional collaboration. Sharing ideas, goal setting, and negotiating problems were appreciated. However, a desire for increased interaction of professionals with parents and vice versa was consistently expressed. The time and place of meetings were criticized as somewhat intimidating to parents and restrictive of open interaction. An alternate environment (i.e., parents' homes) was suggested as a possibly more conducive environment for mutual problem solving and goal setting. Scheduling meetings at times consistent with parents' daily schedules would facilitate parent attendance. Since the IEP meeting is the formal method of goal setting, issues pertaining to successful transition should be discussed at these sessions. Although discussions on this topic do occur, the structure of the IEP meetings which emphasizes educational goals can interfere with the development of transition goals. The methods for bridging school experiences with community integration are not directly available within the meeting. Why? Beyond the IEP's structural requirements of a focus on educational goals, inadequate attendance by community agency representatives and the absence of mechanisms to quickly access community agencies attentuate complete discussion of alternatives available in the community following graduation. Incomplete information can impede the decision-making process, especially when problem solving complex issues

such as transition. Without a designated member (i.e., transition case manager) to track specific questions and networking needs, the opportunities for issues to remain unaddressed increase. Often, a teacher or psychologist will assume a temporary role of case manager. However, this "as needed" approach is problematic.

IEP goals which focused on academics were considered by some teachers and parents to be unrealistic. A few respondents criticized meetings for dwellin g upon redefining previously established goals and for not giving sufficient attention to the strengths of the students. The forms and format of the meetings sometimes did not facilitate communication, yet, teachers and parents emphasized the desire for this communication. One solution presented was to devise mechanics requiring parent and student participation in goal writing at the time of the meeting. This would facilitate individualization of the plan and realistic goal setting.

IEP goals differ from transition goals. IEP meetings were organized to serve as a method for an annual evaluation and documentation of program progress. Thus, meetings focus on the year-to-year educational plans. In contrast, transition goals call for a more continuous picture across the entire high school enrollment which describes students' progression toward community life. Therefore, areas beyond academics must be addressed and goals must be recast to address successful transition into the community rather than academic progress and graduation. For successful transition to occur, some modifications to the existing system are needed. Respondents suggested that remodeling IEP forms to address long-term transition planning may be a viable solution.

Summary

A transition team is not formally identified in the Savanna High School system. For the purpose of this study, all service providers to special education students were interviewed. The IEP meeting is the formal institute for goal setting. The major strength of the meetings identified by respondents is the time allotment for parent-professional collaboration, but there could be improved (a) scheduling meetings in an environment and at a time consistent with parent needs; (b) designating a case manager to be responsible for networking with community agencies; (c) devising a mechanism for parent-student participation in goal writing at the time of the meeting; and (4) remodeling IEP forms to address transition planning.

TRANSITION TEAM ROLES: PROGRAMS AND RESPONSIBILITIES

In this section, a static description of team roles is provided. Team members' perceived role in transition, program goals, specific services provided and the number of clients seen are listed in Chart 2. A summary discussion of the services and program goals will be provided. A description of issues identified by each participant which impede transition skills acquisition will be provided for: (a) special educators, (b) related service providers, (c) ILSTC, (d) parent group, and (e) community service agencies. The ILST Center description will offer an in-depth examination of this unique facet of transition programming at Savanna High School.

SPECIAL EDUCATORS

The value teachers place on work as a final index of successful transition was pronounced when discussing their perceived role in transition. One question of the interview was "Do any of the services which you provide relate to transition issues for individuals with behavioral, physical, or learning problems?" Generally, the teachers indicated that they perceived their role as preparatory for eventual work placement. They identified preparation of students in functional academic skills, work skills (filling out forms), and social skills (role playing), as falling within their duties. They regard these skills as the foundation for work evaluations which provide a step toward integration. Academic instruction was the predominant service provided, followed by social skills training, or behavior moderation. This is not surprising, as one teacher pointed out, since teachers are mandated by law to teach math and reading. Two others

Chart 2

Respondent	Perceived Role in Transition	Goal of Program	Services	# Clients
SCHOOL BASED PERSONNEL				
Severely Emotionally Disturbed	Promote the development of coping and academic skills necessary for survival. Refer to DOP for vocational skills.	Improve academic & socialization skills	Individualized teaching Lecture Basic counseling Social skill training for everyday situations (role playing)	7 (6) Consult with other teachers
Communication Handicapped	Refer to district for vocational evaluation and job placement	Prepare students for employment, or higher education; and to "be independent"	Academics: functional reading, math	11 (Estimate)
Learning Handicapped	Provide basic social & functional skill training	Mainstream into most appropriate educational setting Moderate inappropriate behavior	Academics: math, English phonetics	11 direct 8 consult
Multiply Handicapped	Prepare students with learning handicap how to fill out applications & understanding work skills Provide information on math, reading, health and safety, sexuality	Promote development of daily living & social skills, Prepare students for independent living Assist students to attain reasonable independent & happiness	Academics: reading; follow instructions, functional math problem solving & career skills Dedicated to teach math & reading	8 10 8 10
Adaptive P.E.	Improve performance in class room activities; foster self-sufficiency, self-assurance & fine motor activity to promote success following graduation	Increase self-esteem; improve fine & gross motor skills; health, fitness education; social skills; positive peer interaction, respect; following rules	Physical activity; physical fitness; fine motor activity	20 24
DOP	Ties through DOP & Project Workability	Provide career information & work experience	Coordinate teachers, [illegible] work trainers, student & works service staff	Consult with 42 students
Psychology	Assist with placement in least restrictive environment; set up resources with some community agencies	Ensure placement in least restrictive environment	Crisis intervention; chair meetings; complete assessment, consult with teachers & community agencies	Consult about [illegible]
ILSIC	Provide opportunities to practice skills acquired in classroom & ILSIC in the community agencies & parents to promote successful transition; network with community agencies to ease transition to community living; provide parent education meetings	Promote transition skill acquisition & development of personal characteristics needed to live independently in community (engage in satisfying daily activities, reside in least restrictive setting & participate in social leisure activities	Daily living, social communication, prevocational, self care skill training; provide opportunities for risk taking in natural environment with balance of success & failure; foster development of self esteem, self direction, self reliance & coping skills	60 per semester 16 per reality
COMMUNITY				
CCS	Provide equipment to promote independence in everyday life (self-care) and mobility	Medical follow-up & case management; to assist with [illegible]	Provide adaptive equipment & medical care follow up	See monthly
DOP	Provide assistance with students who need special help on jobs & act as a liaison with Department of Rehabilitation	Provide opportunity for career exploration & practical job experience	training at job site; technical evaluations & job site; linkage to Dept. of Rehab.	100 150
DRS	Leader in integrated work	Assist client in reaching maximal level of independence in work	Program coordinator; residential service; integrated work program; coordinate with schools	Can't tell
Doyle Holmbeck	Provide service to assist with living in community; augment existing community services	Provide training & support services to promote independence in community	Networking; advocacy; assistant referral; counseling; communication (deaf, Viet Namese; companion living; emergency housing; distribution of govt. commodities; information referral; research; independent living (deaf)	1,500
Fullerton College	No information	Mainstreaming students into college programs	Support services & auxiliary aids to allow for equal educational opportunities; re-counseling, tutoring, note taking, adapted parking, housing assistance, liaison with community agencies	550
Cypress College	Classes	Provide instructional support to assist with daily living; social & vocational skills acquisition, job seeking, money handling, mobility	Classes; support services (registration assistance, tutor, interpreter, reader, note taker, academic counseling, specialized assessments	1,200

commented that academics preparation was completed upon graduation, thus ending their responsibility toward these adolescents.

The variation between teachers in the degree to which they could articulate, or felt responsible for, meeting transition needs through their curriculum reflects their struggle to define their role within the transition process. It appeared as though they had difficulty prioritizing whether the focus should be on transition or on academics. For example, one parent requested assistance from the teacher with teaching her child to shower. Daily living skills are essential for successful community integration, but did not fit within her child's teacher's views about education. In addition, transition goals necessitate highly individualized instruction which is not always possible given the pupil-teacher ratio and time press. Although teachers differed in their responses to the issue of inclusion of such instruction into their curriculum, the importance of these goals was consistently acknowledged. One teacher referred to the occupational therapists of the ILSTC as the appropriate answer to the provision of daily living and other functional performance skills.

In summary, teachers perceived their roles as preparatory for transition. Teachers are contributing to the transition process through their emphasis on academics, certain practical skills such as filling out forms, and social skill training. Services are provided within the classroom setting and deal primarily with academic and social behavior. Referrals are made for work evaluations. Although they acknowledged the importance of concentrated and intense one-to-one transition training, they did not feel they could incorporate such training into their classroom routine, given

the academic needs of the students and the time press in the classroom. They appreciated the availability of the ILSTC with which they were able to coordinate the transition services they provided.

RELATED SERVICE PROVIDERS

Related service providers are school-based personnel who provide ancillary service to students. They include adaptive physical educators, psychologists, and therapists. As service providers, occupational therapists are customarily classified in this category. However, for the purposes of this report, the occupational therapists who operate the ILST Center will be addressed separately to allow for an in-depth discussion of its unique contribution to the transition process at Savanna High School.

The psychologist characterized her role as one of resource provision. In transition, she sees her main function as guiding student placement in the least restrictive environment. Therefore, her primary service is completing necessary assessments to establish placement criteria. Networking with community agencies as requested and consulting with special educators or other school-based personnel falls within her realm. Although she is available for crisis intervention, it is performed on a limited basis due to time constraints. The majority of her time is committed to coordinating and chairing IEP meetings for seven different schools.

The reported focus of the adaptive physical education program is physical functioning, fine and gross motor development, social skills acquisition, and fostering self-esteem. Group physical activities, engagement in cooperative situations, and education in health and fitness issues are the methods incorporated to foster the development of those skills. The

adaptive physical educator perceived a strong relationship between her curriculum and the transition of adolescents. Skills and behaviors acquired in adaptive physical education contribute to the student's ability to perform in the classroom and to meet the challenges of adult community living later in life.

Neither school-based speech pathologists or physical therapists served as respondents. Therapists are usually supplied by California Children's Services (CCS). This agency will be discussed under the community agency section.

MISSING ELEMENTS OF TRANSITION

In analyzing their own programming, school-based and related services personnel indicated several elements of transition that were missing. These elements can be categorized into three areas, two referring to curriculum content and one regarding the process of education.

Missing Content

Strengthen transition programming overall

Increase the content pertaining to social skills

Include a preparation phase to ROP to equip students with skills needed to take full advantage of the course.

Interpersonal Characteristics

Foster development of intrapersonal characteristics (self-esteem, motivation, tenacity, and responsibility specifically indicated)

Overcome "learned helplessness"

Education Process

Optimize mainstreaming

Initiate transition awareness and training in elementary school

Collaborate with students and parents in their home

Increase the opportunity for students to socialize with other students

Provide more training within the "concrete world" rather than in simulated classroom situations

INDEPENDENT LIVING SKILLS TRANSITION CENTER

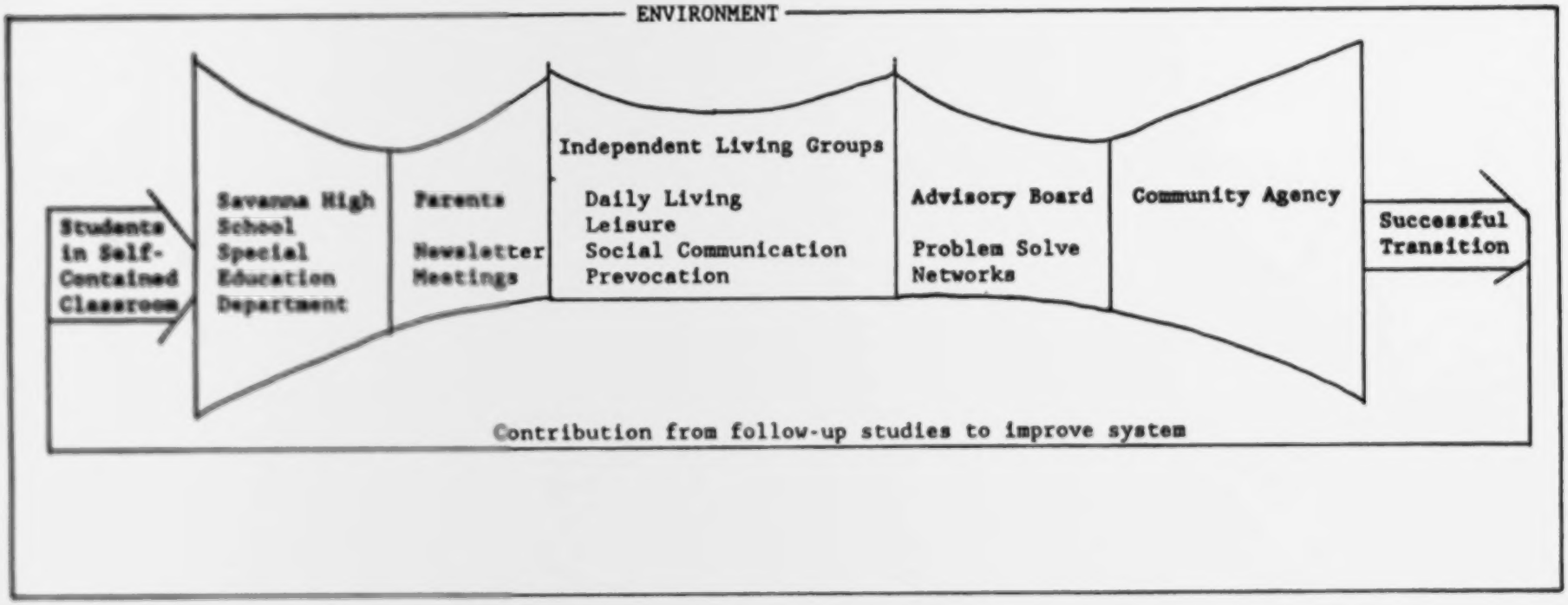
A primary purpose of this ETC-funded grant is to document the role of the Independent Living Skills Transition Center in transition programming. For this reason, the program will be elaborated upon in greater detail than the other school-based and community services discussed. A manual which provides a comprehensive description of the program is in its final stage of development; a draft is enclosed with this report (Appendix B). A final copy can be made available following publication.

The Independent Living Skills Transition Center was established through a federally funded OSERS grant under the direction of Florence Clark, Ph.D., OTR, FACTA. The purposes of this grant were to: (a) provide independent living transition skills to high school students with severe physical, behavioral, emotional, and learning needs; (b) conduct research to establish the independent living skills needs of this population as well as program efficiency; and (c) train occupational therapy students to assume the role of transition experts. Program services were provided to approximately 90 high school students who spent the majority of their day in self-contained classrooms at Savanna High School from 1985 to 1987. This year,

with federal funding ended, the ILST Center is still operating through the cooperation of the Greater Anaheim Special Education Local Planning Agency (GASELPA) and the Anaheim Union High School District. Currently, open 20 hours a week, the Center is serving 16 to 20 students from schools within the GASELPA district who demonstrate the most need. The program is supervised by an occupational therapist experienced in transition training, and staffed by two occupational therapists who have completed an intensive transition training program.

Figure 2 illustrates the projected role of the independent living skills transition programming center. The ILST Center can be viewed as a bridge offered by the school system to facilitate successful transition of adolescents in special education programs. Pillars on either side of the bridge represent the Savanna High School special education system and community agencies. Programming at the ILST center offers three services: student transition programming, parent education, and community network. Transition programming provides the opportunity for students to apply skills learned in the classroom to realistic community situations. Parents' awareness of community services is enhanced through the parent education component. The advisory board (when in full operation) is planned to bring representatives from both systems together for problem solving and sharing. The ILST Center supports students' progression from the school system to community agencies and on to successful transition. Follow-up studies of student progress will feed valuable information back into the system, contributing ideas for program improvement.

Figure 2. Projected Role of the Independent Living Skills Transition Center.



The occupational therapist's perceived role in transition is that of a mediator between the classroom and the demands of the community. A comprehensive definition of transition is endorsed including successful occupational role performance, residential living in the least restricted environment and participation in a social-leisure network. Importance in placed on the integrity of the student, his or her self-direction, risk taking behavior, self-esteem, and resilience.

The curriculum at the ILSTC is based on a model of transition skill acquisition developed by Pennington (1985). In her model, Pennington describes a process by which students acquire and integrate transition skills into their life style. She delineates four critical stages of skill acquisition: knowledge of self, knowledge of options, development of skill, and development of plan. In the first stage, knowledge of self, students are provided the opportunity to explore their own interests and values. Through participation in selected activities, students develop an understanding of how these values lay the foundations for their decision and choices. Second, students develop a knowledge of options. In order to make appropriate choices, individuals must understand their options. Student awareness of available alternatives in the home and community is heightened through participation in guided activities. Once students acquire a knowledge of themselves and their options, they progress to skill development, the third stage. At this point, specific transition skills are taught. Finally, students are encouraged to develop plans for their future.

Curriculum content comprises four facets of transition: daily living, social communication, prevocational, and leisure skills. These were chosen as important because they relate to the conceptualization of successful transition endorsed by the center. **Daily living skills** groups are conducted to enable students to become competent with day to day activities in the home and community. Through the **social communication skills** groups, students are equipped with skills needed for effective interaction with teachers, peers, family, problem solving, and dealing with frustration. **Prevocational skills groups** are designed to promote the occupational choice process with emphasis on job exploration, interview techniques, and initiating and following up on job advertisements. **Leisure skills** groups assist students in exploration of leisure habits and development of plans for constructive time use.

Fostering the development of internal characteristics, problem solving, coping, flexibility, and risk taking is of equal importance to specific transition skill acquisition. Students are provided opportunities for spontaneous behaviors in the natural environment, by participation in on array of supervised activities within the community. Throughout the program, activities are carefully structured so that students can experience a balance of success and failure, thus developing the coping mechanisms needed to meet the demands of community life. Self-direction is encouraged as students actively participate in setting their own goals and design activities to meet those goals.

The environment in which learning occurs plays an important role at the ILST Center. Initially, students practice skills in a bungalow fashioned

in a home like atmosphere. This atmosphere simulates the natural environment as closely as possible and equips the students with a sense of pride in "their place." The demands of the community serve as the final testing ground to determine whether or not students have integrated the skills and behaviors needed for successful transition.

The second aspect of the ILST program is the parent component. Parents are central to the transition of their adolescents and have a myriad of needs. These needs are addressed at the ILST Center through parent meetings and a newsletter. Parent meetings are held two to four times a year. Under the guidance of a parent advisory committee and the initial parent needs assessment, meetings are designed to address pertinent areas of transition identified by parents. A newsletter is distributed which includes information on community resources that may be useful. Parent meetings and newsletters provide a connection with community agencies and events. Project Next Step is a federally funded program which provides education and networking for parents with disabled children. A networking relationship between Project Next Step and the ILST Center was established by including a member of Project Next Step on the ILST Center parent advisory committee.

The third focus of the ILST Center is community networking. A preliminary survey of community organizations to determine services provided and their role in transition was completed. Personal contacts were made and select groups were requested to share information at parents' meetings. Final plans are to initiate monthly meetings for the purpose of

facilitating communications, identifying gaps in service provision, and developing strategies to overcome those gaps as needed.

TRAINING COMPONENT

Training occupational therapy students to become transition experts was a primary aim of the pupil personnel grant which funded the establishment of the Independent Living Skills Transition Center and therefore should be discussed. In a cooperative effort between the Anaheim Union High School District and the University of Southern California (USC), a didactic and clinical experience was designed. The goal of this program was to prepare students for the leadership, teaching, and research roles necessary to further develop transition programming for students with disabilities, impact the multilevel systems involved in providing transition programs, and further delineate and clarify the role of related service personnel involved with transition programs.

The training program occurs over a 2-year didactic period that is concurrent with the academic program in occupational therapy at USC. A 5-month clinical experience, supervised by an occupational therapist, at the Independent Living Skills Transition Center follows where trainees implement the independent living skills transition program for the students with disabilities severe enough to necessitate that they spend most of their day in self-contained classrooms under the supervision of an experienced occupational therapist (see Figure 3).

Although this model has been developed for occupational therapy students, it can be adapted to other related service personnel preparing to address transition needs of adolescents with disabilities at high school

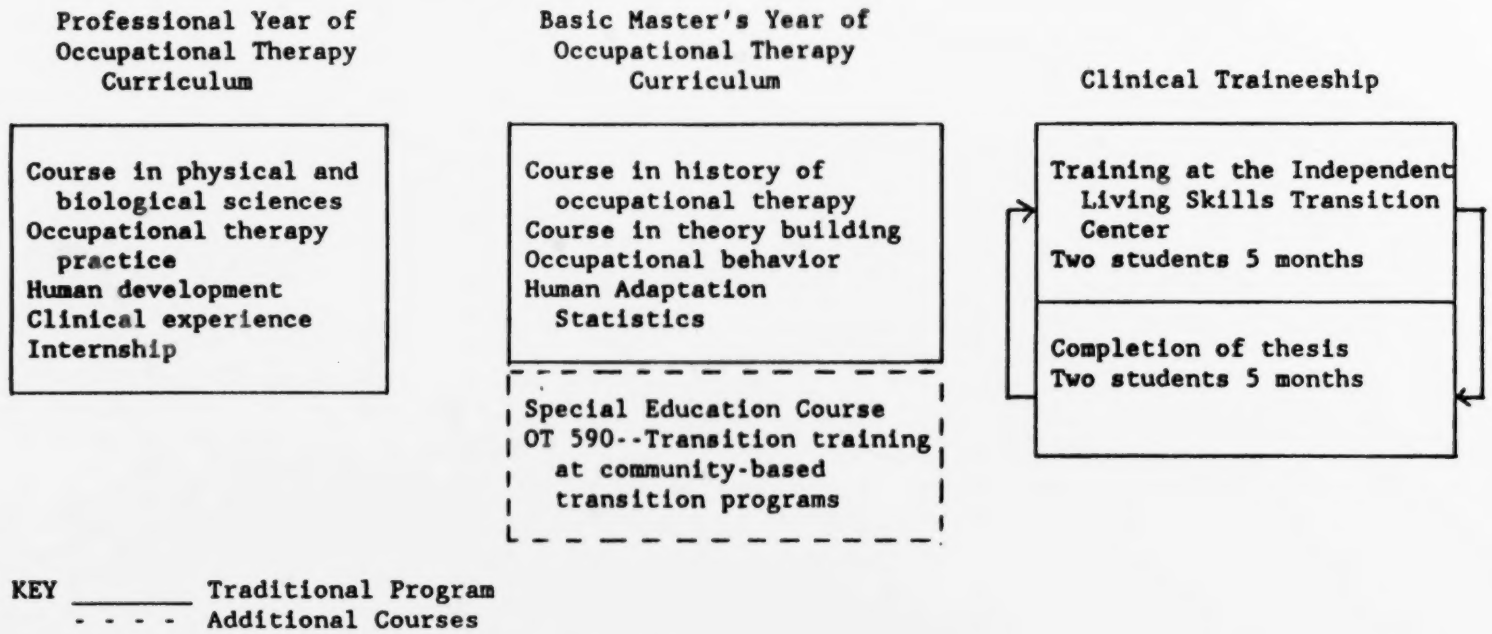


Figure 3. Design of the Model Training Program for Occupational Therapy Transition Personnel

campuses. Important aspedts of the model training program include:

Combination of theoretical and practical training--course content tailored to transition issue

Interdisciplinary component to the clinical aspect

Development of research skills

Generalist approach rather than specialization

In summary, the ILST Center has been in existence for 2 years. The programming provides a broad spectrum of services aligned with the center's definition of successful transition. Services complement the existing special education programming and attempt to close the gap between school services and the community. In addition, occupational therapists were trained to serve in the role of transition experts at this setting.

A recent in-depth program evaluation by OSERS-funded project staff has allowed some areas that warrant attention to surface. They are as follows: Services offered by the center were not used by the school personnel to the maximal extent possible. Ongoing education planned for school personnel in this year will assist in their taking full advantage of the program. IEP meetings were not consistently attended by representatives of the ILST Center due to time conflicts, although these individuals could have contributed substantially to transition goal development. Attendance of these recognized members of the team at IEP meetings is essential. Having worked in this setting for two years, ILST Center staff now appreciate the need to be at IEP meetings; absence should not occur in the future. Finally, to sufficiently address the complex transition needs of certain students, more time at the center was needed. A plan this year to decrease the number of

students served but provide more services to those who are served has been instituted.

PARENTS AND STUDENTS

As primary caretakers for students, parents have a unique investment in the successful transition of their adolescents. Yet, personal uncertainty regarding parental role on the transition team was clearly expressed. As previously mentioned, some parents had wished that they had been more active in the transition process. Perhaps their reluctance to interact is due to the nature of the setting in which communication occurs, a lack of knowledge regarding parental rights within the educational system, their dependency on professionals to accomplish stated program goals, or a sense of insecurity regarding their communication skills. Regardless of the cause, parents and teachers alike found this lack of communication problematic.

Numerous opportunities have been created to enhance communication. Open house is held twice a year by school personnel as one avenue for discussion of programming and student progress. The ILST Center adds a new avenue in parent participation through educational meetings and newsletters. Positive parent responses to the ILST Center parent program indicated support for such methods. They also indicated a need for more emphasis on independent living skills training throughout the child's educational program; time allotted for their child to practice skills in the ILST Center; information regarding the range of potential residential settings; and more opportunities for the interpersonal skill development of their children.

Students had difficulty verbalizing their transition needs. Their thinking on the subject appeared to be quite concrete, limiting their ability to plan for their future and problem solve needs for future plans. Although the specificity of information desired was not obtained in the student interviews, this lack of information provides valuable insight into student needs for self-exploration, planning skills, and community awareness.

It is important to note that an exceedingly small sample of parents and students were interviewed, thus restricting generalizability; however, data returned were consistent with follow-up studies of parents and students conducted by the ILST Center in June 1987 which included the responses of 15 parents and 35 students.

COMMUNITY AGENCIES

Community agencies approached transition by selectively addressing one or two aspects of community living. For example: the Developmental Disability Center focused on work while California Children's Services attended to physical and equipment needs. A conscious effort to avoid overlapping other agency services was voiced by the Dayle McIntosh representative. Instead, she indicated that the agency sought to augment existing community services, thus increasing the assortment of services available to individuals with disabilities. The following is a brief description of the frames of reference and services provided by the community agencies. See Chart 2 for details.

California Children's Services (CCS) is based on a medical model of service provision and, therefore, focuses on physical disabilities

resulting from disease. The primary service which is provided is training and equipment to facilitate independence in self-care activities and mobility. As mandated by law, clients are limited to individuals with physical disabilities stemming from orthopedic or neurological problems. Therefore, CCS's involvement with Savanna High School is limited to students with multiple disabilities.

Representatives from the Regional Occupation Program (ROP) and the Development Disability Center (DDS) both perceived their agency's role in transition as work related. ROP encourages career exploration and work skill acquisition through placing students at work sites. Technical assistance is supplied if students require additional help. The service is aligned with an academic approach as students receive educational credits for their work. The professionals at the Developmental Disability Center view themselves as leaders "in integrated work." The program goal is to assist individuals in reaching their maximum level of independence at work. Students are placed at work sites with individual job coaches to assure successful experiences. Although both services are similar, the clientele differs significantly. DDS focuses on individuals with developmental disabilities and those at ROP work with a myriad of individuals with and without disabilities.

Community college services depend on the population served. Generally, the faculty interviewed perceived their role in transition as assisting with mainstreaming students into a natural college environment. Attending college is a common event for non-disabled adolescents following high school graduation and should be available to those with disabilities. The

overall goal of the disability center at the community colleges is to provide instructional support or special classes to assist students in "comfortably and knowledgeably performing activities of daily living." Instructional support may include registration assistance, tutors, interpreters, readers, note-takers, specialized assessment, and academic counseling (see Chart 2). Courses are scheduled to address daily living, prevocation, and social needs.

The professionals at the Doyle McIntosh Center perceive their role in transition as provision of training and support services to allow individuals to live in the community. As an advocate of the independent living movement philosophy, the program is client-centered and focuses on adapting the community to meet the needs of the individual. A variety of services are provided which cover areas of residential, social, leisure, education, and daily living needs. Specific assistance includes housing referrals and placement, attendant referral, counseling, advocacy training and assistance, adult education, independent living skills training, information referral (including medical and social attention), and food distribution. Work-related services are less often addressed as the center believe they are more frequently covered by other community agencies.

The Doyle McIntosh Center's role as a network resource provides a unique contribution to community transition. Representatives from this agency have solid knowledge about of the intricacies of community programs, and serve on a number of coalitions. Through participation on coalitions, community agencies can unite in their efforts to provide comprehensive services. Doyle McIntosh representatives use networking to minimize

duplications of services, thus channeling energies toward establishing new programs to cover unaddressed transition issues.

Respondents reported that few adolescents take advantage of community services prior to graduation. Most wait until they have left the structured school setting to initiate contact with other services. In the eyes of some community agency representatives, this presents serious problems. The complexity of the community system precludes easy access and discourages further exploration following setbacks. Furthermore, unless attention is given to projected student needs following graduation while the student is still enrolled in high school adequate transition preparation is unlikely to occur. The lack of readiness training for interaction with community agencies excludes students from receiving the full benefits offered. Community agency representatives strongly recommend that transition skill training begin as early as in elementary school. Other obstacles prohibiting successful transition from the perspective of the community agency representatives were identified as (a) inadequate functional skill training in the classroom; (b) lack of experience within the community; (c) emphasis placed on correcting student weaknesses rather than building their strengths; and (d) confinement to sheltered classroom and peer group.

In summary, community agencies seem to cover specific areas of transition for a limited population, with the exception of the Doyle McIntosh Center. The network system endorsed by the Doyle McIntosh Center provides a model for bridging the gap between the high school and community. The

ILST Center at Savanna High School is in the beginning stages of organizing such a process.

Summary

The perceived roles, responsibilities, and services in enabling transition have been reviewed for school-based personnel, related services personnel, ILST Center staff, parents, students, and community agencies. Emphasis was placed on the program at the ILST Center. In general, roles differed for each member. Teachers viewed themselves as preparatory for transition, the psychologist saw herself as a resource contact, the adaptive physical educator identified her role as one of fostering physical and social skills, and the occupational therapists at the ILST Center described their function as one of a bridge connecting school with community services.

Parents were unsure of their roles as transition team members and students had difficulty articulating their roles. Community agencies tended to focus on selected areas of transition. California Children's Services was concerned with adaptive equipment needs; ROP and the Developmental Disability Center with employment; community colleges with integration on a college campus, and provision of special classes; and the Dayle McIntosh Center with a unique model for networking.

In reviewing the comments of the respondents, the following seemed the areas in which modifications would be helpful. First, while transition services were in place, the various components did not appear to be sufficiently coordinated, nor did providers possess an overview of the entire transition process. Second, it seemed that existing educational services

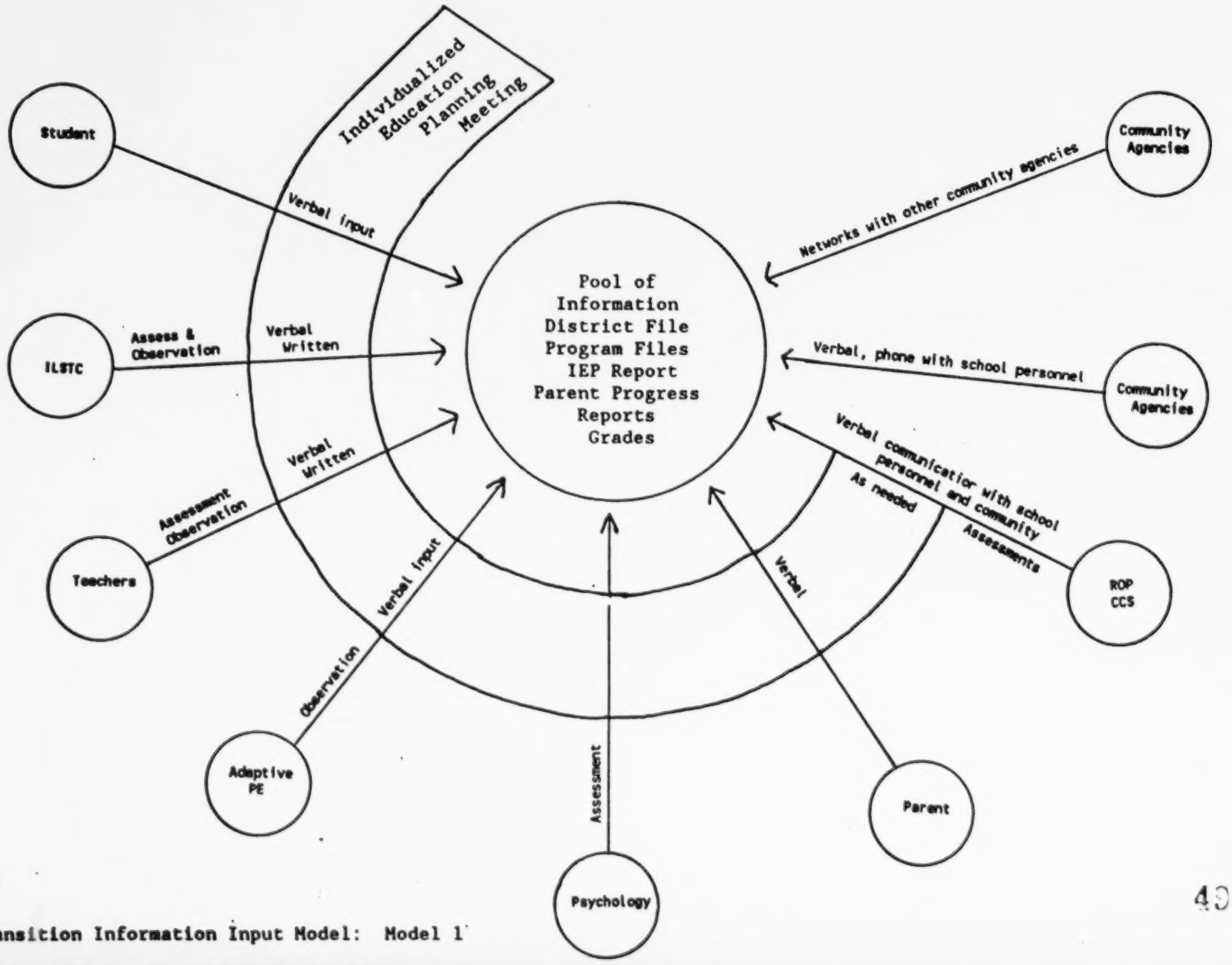
provided by the district could play an even larger role in the transition process by some modifications to the existing transition and academic curricular. Third, it appeared that, in general, it might be fruitful to enable more opportunities for practice in natural settings; and finally, most respondents said that the focus of programs needed to be on maximizing student strengths.

SYSTEMS ANALYSES

TRANSITION INFORMATION--INPUT MODEL

Dynamic interactions of transition team members are best illustrated through models. Model I is a graphic representation illustrating the dynamic exchange of information between service providers about each student. The central circle represents the pool of information about each student including district and program files; IEP reports, ILST Center files, and parent reports. All persons or agencies which possibly supply information regarding the student are pictured as dotted circles. The arrows leading from the dotted circle to the pool of information specify the method by which information is provided. For example, assessment and observation are the methods used by teachers to elicit student information. Findings are presented during IEP meetings through verbal and written format. One may note that some individuals supply information through IEP meetings, while others do not. On the whole, representatives from community agencies rarely attend IEP meetings. As pictured in the model, the information the contribute reaches the pool through networking with school personnel or other agencies. ROP representation and CCS therapists can provide input either through IEP meetings or networking with other team members.

It must be kept in mind that although this model indicates that a pool of information exists for each student, much of the information regarding the student's profile exists within the minds of the professionals and is not readily available. This specifically occurs with community agencies. Because their representatives do not attend IEP meetings, information regarding their services is not consistently recorded. A place, file, or



Transition Information Input Model: Model 1

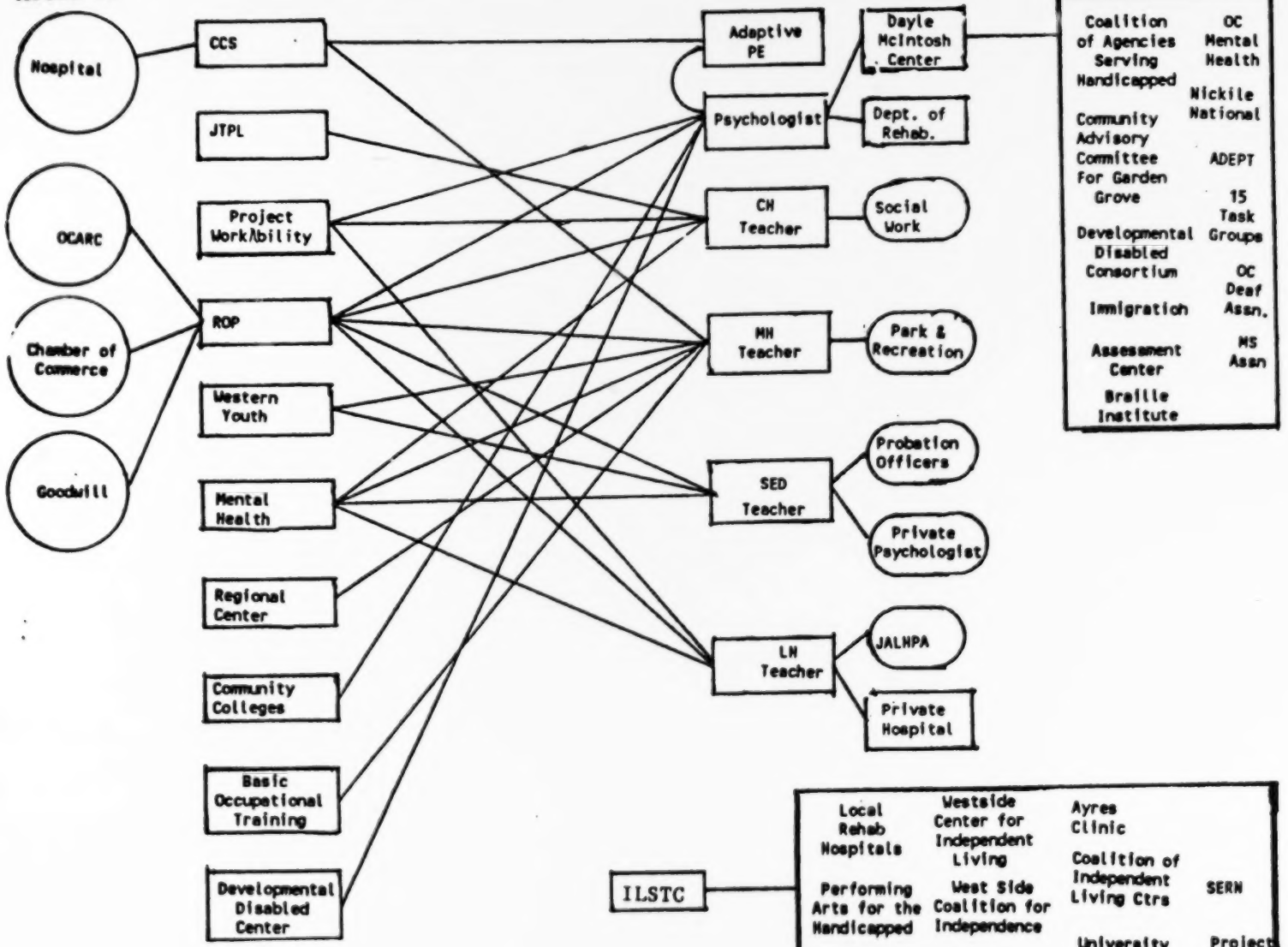
system which contains all current student information does not exist. It is also important to realize that some of the contacts pictured in the model are not necessarily completed on behalf of each student, but only as deemed necessary and useful by the initiator. For example, some students may not require intervention by community agencies and, therefore, not have contacts with them.

MODEL II: NETWORKING OF TRANSITION TEAM MODELS

The purpose of the model is to depict the networking process among all members of the transition team. Individual team members and community agencies are represented by circles and clustered according to school personnel, student/family, and community agencies. Generally, the lines depict the avenues of communication among the school personnel, parents, and community agencies. Due to the complexity of the communication system, lines were not used to depict the avenues of communication for the ILST Center. Instead, all community agencies displayed in boxes are in direct communication with the ILST Center. Those in circles are not yet in direct contact with the ILST Center.

Model II illustrates a number of factors important to transition. Most noticeable is the amount of contacts between community agencies and school personnel. All school personnel are involved with networking and a core of community agencies were identified by teachers as most useful. These agencies relate to work and behavior, the two areas in which teachers assume some curriculum content responsibilities. Communication among agencies, however, could benefit from a centralized organizing mechanism that would pool together the information that currently remains the property of each

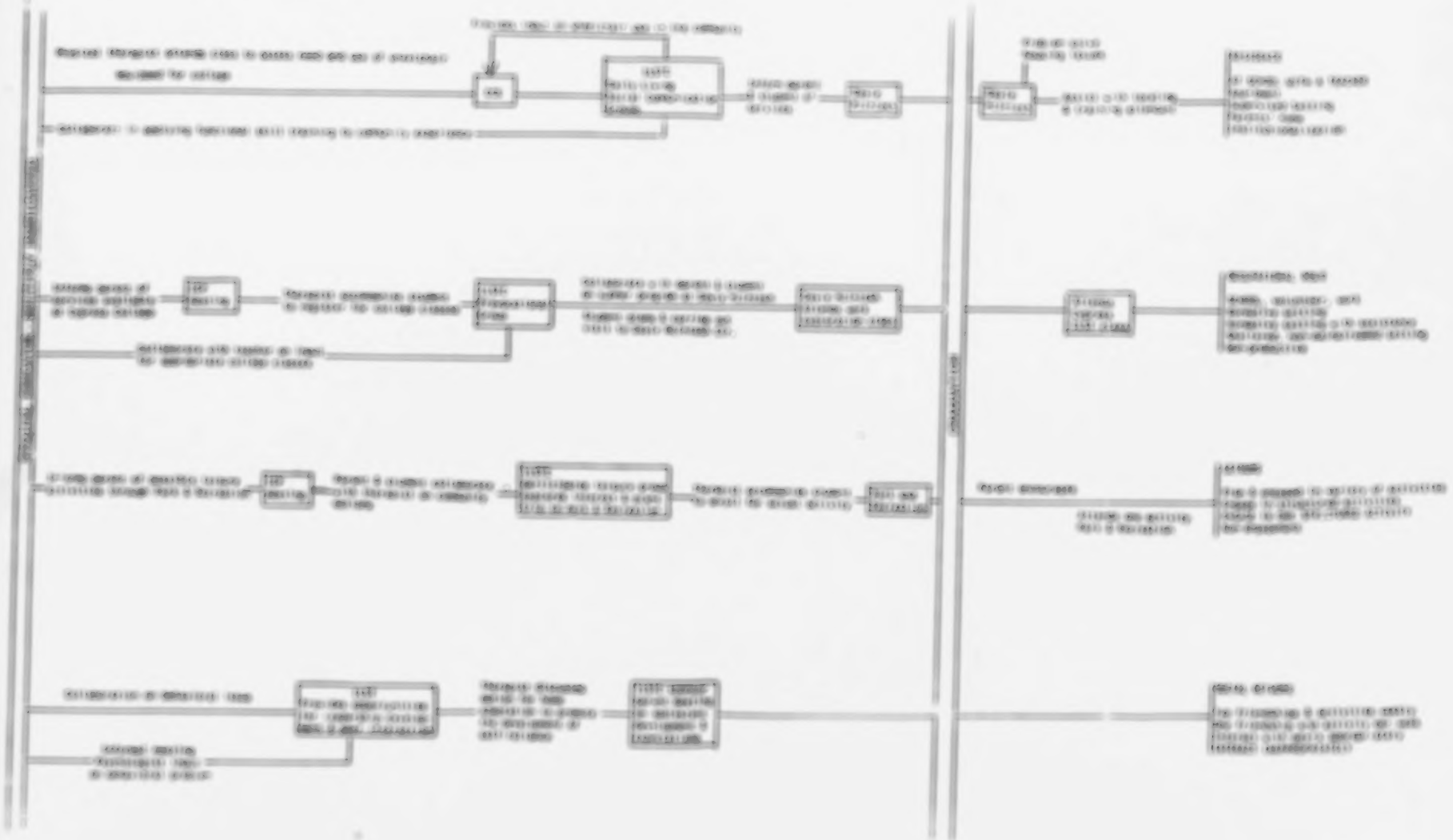
Model II


Hospital
OCARC
Chamber of Commerce
Goodwill
CCS
JTPL
Project WorkAbility
ROP
Western Youth
Mental Health
Regional Center
Community Colleges
Basic Occupational Training
Developmental Disabled Center
Adaptive PE
Psychologist
CH Teacher
MH Teacher
SED Teacher
LH Teacher
Dayle McIntosh Center
Dept. of Rehab.
Social Work
Park & Recreation
Probation Officers
Private Psychologist
JALHPA
Private Hospital
Coalition of Agencies Serving Handicapped
Community Advisory Committee For Garden Grove
Developmental Disabled Consortium
Immigration
Assessment Center
Braille Institute
OC Mental Health
Nickile National
ADEPT
15 Task Groups
OC Deaf Assn.
MS Assn
ILSTC
Local Rehab Hospitals
Performing Arts for the Handicapped
Outdoors Unlimited
Westside Center for Independent Living
West Side Coalition for Independence
Project Independence
Ayres Clinic
Coalition of Independent Living Ctrs
University Affiliated Project
SERN
Project Next Step

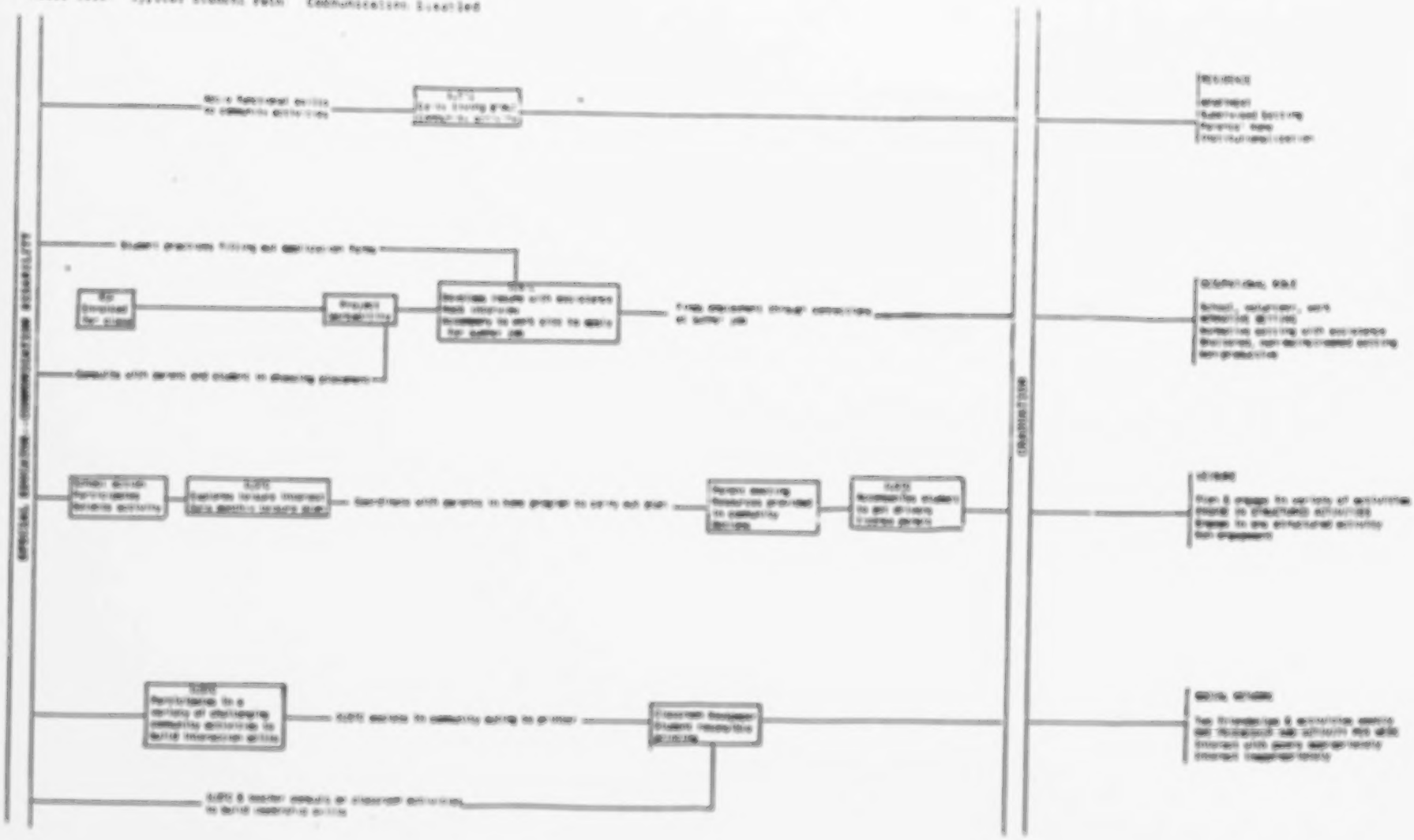
individual team member. A mechanism of this kind might also mitigate the redundancy in contacts between school personnel and community agencies that inevitably occurs with an informal case-by-case approach to networking. Contacts are initiated to solicit information for a single student rather than to obtain information available for the entire system. Missing from this model is a core organizing entity which would house comprehensive information about available community and school-based programs. It is possible that undiscovered community agencies would be useful in assisting students with transition. This centralized resource base would facilitate quick and efficient networking. The Dayle McIntosh Center exemplifies this communication approach. Through networking activity, the Dayle McIntosh Center is thoroughly familiar with community options. Quick and efficient referrals to the appropriate programs naturally follow. Similar to the model presented by the Dayle McIntosh Center, the ILST Center is connected with a number of resources to call upon as needed and has begun to develop a networking process. A resource base with extensive networking relationships is essential for effective high school transition.

MODEL III: TYPICAL STUDENT PATHS

Models IIIa, b, c, and d illustrate the transition process by describing four typical student paths through the school system and other services en route to adult community living. Originally, it was expected that the information collected from parents, school personnel, and community agencies would be used as a data base to build the case illustrations. Interestingly, parents had a difficult time creating a time line of events affecting their child through the transition process. Fortunately, the



Model IIIe Typical Student Path Communication Localized



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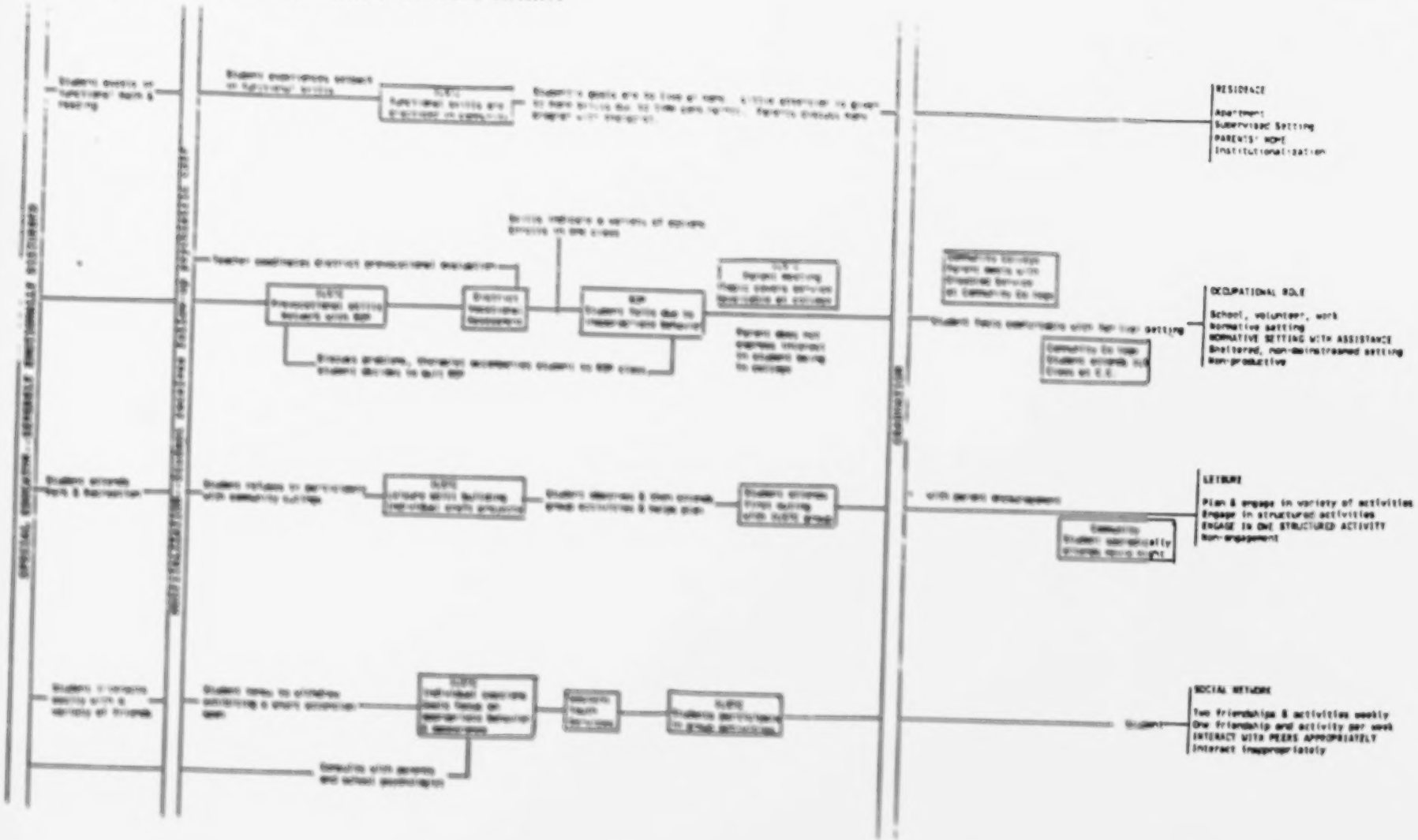
RESIDENCE
Apartment
Supervised Setting
PARENTS' HOME
Institutionalization
OCCUPATIONAL ROLE
School, volunteer, work
NORMATIVE SETTING WITH ASSISTANCE
Sheltered, non-mainstreamed setting
Non-productive
LEISURE
Plan & engage in variety of activities
Engage in structured activities
ENGAGE IN ONE STRUCTURED ACTIVITY
Non-engagement
SOCIAL NETWORK
Two friendships & activities weekly
One friendship and activity per week
INTERACT WITH PEERS APPROPRIATELY
Interact inappropriately

data available from team members were sufficient to construct the typical progression according to student classification.

To best portray the typical path of a student, Model III was designed. Successful transition was operationalized into four areas: residence, occupational role, leisure, and social communication. Within each category, possible outcomes were identified to illustrate the various levels of success which students may reach. The four models describe paths chosen by students from each educational classification: Multiply Handicapped, Communication Handicapped, Learning Handicapped, and Severely Emotionally Disturbed. Boxes represent services or agencies or community events. The lines indicate the process by which the student moves from one event to the next.

SUBJECTIVE AND OBJECTIVE EVIDENCE OF
STUDENT NEEDS AND PROGRAM EFFICACY

SUBJECTIVE AND OBJECTIVE

This section describes the results of studies of relevance to transition of high school students with disabilities from Savanna High School into the community. First, a description of the instrumentation used to gather the data is provided. Second, conclusions of an extensive needs assessment of the high school students in self-contained special education classrooms at Savanna High School, their parents, and their teachers that was conducted under OSERS funding are summarized. Finally, results of efficacy studies to the extent that they were reported by respondents are provided.

INSTRUMENTATION

Respondents reported that they used the instrutments listed in Chart 3. One may note that the assessments chosen by each representative reflect his or her program goals. Generally, teachers use standardized tests to assess academic achievement. Psychosocial and IQ assessments are used by psychologists to assist with student placement in the least restrictive environment. The primary goal of ROP is job placement. Thus, assessments tend to tap interests and job skills. The adaptive physical education teacher did not report use of any standardized testing procedure, relying primarily on student observation. Recently she has begun to use physical fitness tests. Occupational therapists at the ILST Center utilized a battery of tests which addressed independent living skills needs, future goals, life satisfaction, interests, time use, personality characteristics, and coping behaviors. Information on assessment procedures used was available for only three community sites. Consistent with the medical model, California

Chart 3

Respondent	Assessments Used in Program	Needs Assessments	Type of Follow-up	Perceived Success Rate (no formal data were available)
SCHOOL-BASED PERSONNEL				
Severely Emotionally Disturbed	Peabody Ind. Achievement	N/A	Informal; "questionnaire"	50%
Communication Handicapped	None mentioned	N/A	Informal; word of mouth	Unknown
Learning Handicapped	Piatt; WISC R; Binet; Woodcock-Johnson, Social Profile	N/A	Informal; word of mouth	80%
Multiply Handicapped	Brigance	N/A	Informal; word of mouth	Unknown
Adaptive P.E.	Observation in activity; Physical fitness tests	N/A	0	Unknown
DCP	Interest Survey; MESA	N/A	0	Unknown
Psychology	Wechsler; Woodcock-Johnson Variety of psychomotor, social, emotional, psychological assessments	N/A	0	Unknown
ILSTC	Student follow-up interview, parent & student satisfaction scale; Activity Configuration Log Interest Checklist Control Ladder High School Personality Questionnaire Satisfaction with Performance Scaled Questionnaire Student Needs Assessment Piers-Harris Teacher & Parent Needs Assessments	Initial needs assessment conducted on 45 students, parents, teachers	Student phone interview; subjective rating of program success; administered to to parents & students	Due to limited number of graduates, specific % are not available; qualitative information provided in follow-up chart; subjective responses by parents & were positive (see text)
COMMUNITY				
CCS	Visual Perceptual Range of motion Manual muscle test Developmental testing	0	0; not set up to conduct research	"most of them"
DCP	Developmental assessments	0	Presently developing method to assess success rates	Unknown
DDS	Unable to access information	0	Data exist but representative to provide information	Unknown
Doyle McIntosh	Rarely use standard assessments; rely on personal exploration; occasionally psychological or prevocational skills	1. 1,500 served in OC are being surveyed for needs re: issues of transition 2. Previously conducted surveys led to employment & progress		70% success for clients receiving our services those receiving multi-services have success rate

Children's Services personnel used instruments to assess developmental levels, range of motion, and a manual muscle test. Specific tests for high school age students were not reported. Dayle McIntosh Center employees, on the other hand, reported reliance upon the client's statement of need rather than results of standardized assessments. This parallels the Independent Living Movement Philosophy which endorses client-directed services.

OSERS-FUNDED NEEDS ASSESSMENTS

Data on the needs of the high school students with disabilities at Savanna High School were gathered as part of the project funded by OSERS that was responsible for the establishment of the ILST Center. These data, obtained from inventories of parents, teachers, and 45 students with disabilities, were used to guide the overall program design of the ILST Center and for individual case transition program development. Although the results of this study have been reported in detail in two manuscripts, one of which is in press (Mack, Clark, and Pennington, In Press) and the other which is unpublished (Clark, Mack, and Pennington, 1987), in the present report we shall summarize the major findings as they may be seen as documentation data relevant to the current project (see Appendix D).

PERSONALITY CHARACTERISTICS

Employed in the OSERS needs assessment, the *High School Personality Questionnaire* (*HSPQ*) (Catell, Catell & Johnson, 1984) and the *Piers-Harris Self-concept Scale* (*PH*) (Piers, 1985) provided data on the personality characteristics of the adolescents with disabilities. The *HSPQ* is a self-report inventory that assesses 14 personality characteristics: Warmth,

Intelligence, Emotional Stability, Acceptability, Dominance, Cheerfulness, Conformity, Boldness, Sensitivity, Withdrawal, Apprehension, Self-Sufficiency, Self-Discipline, and Tension. The *PH* is a measure of self-concept in the domains of Behavior, Intellect and School Status, Physical Appearance, Attribution of Anxiety, Popularity, Happiness, and Satisfaction. Generally, the sample was found to possess cool, aloof, concrete, and emotionally stable personalities. Perhaps especially important to future success in independent living was their resourcefulness and preference for independent decision making.

The most significant finding for educators and professionals working with these adolescents was that most students exhibited a balance of personal strengths and limitations. High scores on ego strength, valuing independence and self-sufficiency, and the possession of average self-concepts may be positive indications of the ability to cope with the challenges of adult life. In contrast, students scored lowest in the area of creative ability and leadership potential, suggesting that these areas warranted attention in the ILST Center programming.

LIFE SATISFACTION

Results from the *Cantril Ladder* (Cantril, 1965) and *Satisfaction with Performance Scaled Questionnaire* (*SPSQ*) (Burnett & Yerxa, 1980) provided insight as to the student's perceived quality of life. On a scale of 0 to 9 (0 = worst possible life; 9 = best possible life), students were asked to rate the quality of their life at the present time, 5 years prior and 5 years into the future (*Cantril Ladder*). Average ratings were as follows: 5 years prior 3.87 (*SD* = 2.03); present 6.47 (*SD* = 2.03) and 5 years into

the future 7.33 (SD = 2.0). Ratings indicated that students were themselves more happy than not and have high expectations for the future quality of their life. Students' high expectations suggest that they possess drive toward shaping their future lives.

The *SFSQ* assessed satisfaction with ability to perform household activities and community social skills. Results indicated that students were less satisfied with their performance of activities in the social communication domain as compared to the home and community domains. These findings suggested that activities in the social communication domain should be stressed in ILST leisure programs.

Interests

Students' interest in activities may directly affect their motivation to engage in tasks, and the quality of task performance. Therefore, as part of the OSERS-funded project, the interests of the sample were assessed. The *Interest Checklist* (Matuszeyn, 1987) is an inventory on which students indicate casual, strong, or no interest in 80 activities.

Activities are classified into five areas: cultural arts, physical sports, social activities, home management, and cultural education. Consistent with the developmental stage of adolescence, the results showed strongest interest was in the area of physical sports and social activities.

Independent Living Skills Scale

The students' perceived independent living skills needs were assessed through a student needs assessment. In general, students felt confident in

their ability to live independently. The majority of their needs can be categorized into the social communication and prevocational areas. Managing money, driving a car, using public transportation, filling out forms, finding a job, decision making, dating, meeting new people, enjoying spare time, and job interviews were perceived as areas of need in six or more of the students. In addition, students indicated that they would like to talk with adults like themselves who were living independently (X2.2a).

When parents were also asked to identify transition skill needs for their adolescents, they identified a greater number of needs than the adolescents had identified. Parents placed more emphasis on home skills, finding jobs, going on an interview, and decision making than the students did.

Most significantly, parents were asked to rate their adolescent on his or her happiness and satisfaction with life as well as on future goals in life. Students were requested to do the same for themselves. Parents did not perceive their adolescent to be as happy or satisfied with life as their adolescent perceived himself or herself to be. In addition, parents listed fewer goals for their adolescents than the adolescents listed for themselves.

Input from teachers on student transition needs was also collected as part of the OSEP-sponsored study. There as more teachers stated that additional coverage was needed in 27 of 30 independent living skills areas.

In summary, three predominant findings associated with the program development at the SLEP Center and would be important to the development of other transition programs.

First, programming was found to need to address an array of transition skills with a particular emphasis on social communication, leisure, and recreational skills training. As these students preferred independent decision making and problem solving, a focus on these abilities was incorporated into the ILRT Center program.

Second, because the staff of the ILRT Center believed that programming should be tailored to the personality strengths, but also correct deficiencies of the individuals, activities which fostered creative potential were emphasized. Opportunities for risk taking, allowing students to learn from failure and success, were key components that addressed personality factors which are essential for resiliency and coping.

Finally, a parent program was identified as essential to better enable parents to work with their adolescent in setting realistic goals for their child's future, promote support systems, and increase their awareness and utilization of community resources.

COMMUNITY NEEDS ASSESSMENT

The Doyle Arbiscuit Center reported information on a community-based needs assessment. As a member of the Coalition of Agencies Serving the Handicapped, the staff had engaged in extensive information exchange. Presently, through networking, a needs assessment of 1,200 individuals with disabilities within Orange County is being conducted. Upon completion, these data will provide a strong foundation for program development at the Doyle Arbiscuit Center. They will also augment the findings of the study conducted through OCDEC concerning the needs of high school students with disabilities by elucidating the problems individuals with disabilities

are experiencing in their community environment. Such information would naturally be of interest to anyone developing transition programming.

FOLLOW UP STUDIES

[illegible]

As part of the present study, we analyzed the mechanisms that are currently used in the district to follow up on student goal attainment. Yearly success is measured at IEP meetings through the attainment of IEP goals or through graduation. The rates of successful transition into the community have not been formally assessed by school personnel. Subjectively, teachers estimated that 50% to 60% of the students are successful following graduation. However, the parameters for defining success were not described (i.e., work, independent residence, independent living). All school personnel expressed an explicit desire for follow-up studies.

[illegible] TRANSITION CENTER--
[illegible]

Follow-up studies at the Independent Living Skills Transition Center are in the initial stages. Eleven students have graduated since the inception of the program. Eight were available and willing to participate in the [illegible]-sponsored follow-up study. Questions addressing time use, leisure activities, occupational role, social skills, residential living, life satisfaction, and goals were incorporated into an hour-long telephone structured interview. Due to the small sample size, statistical analysis is unwarranted. However, there's describes the current activity level in the four skill domains for successful transition: residence, occupational role, leisure, and friendship. A continuous, yearly follow-up study of

students who attended the ILST program will enable adjustment of programming to the identified needs.

As part of the follow-up research connected with the OSERS project, satisfaction with the ILST Center program questionnaires were distributed to parents and students (see Appendix C). Twenty-four student returned the questionnaires; 20 students rated the program as good to excellent and indicated that they had learned things that helped them live independently, and would recommend the class to other students. Parents had similar positive responses; nine rated the program as good to excellent; five felt that needs had been met; eight were "mostly satisfied" with the program; and six stated that the program had helped a great deal.

Chart 4

Respondent	Residence	# of friends	Work
1	Family	5	Baby sit at apt. complex
2	Family	5	Santa Ana Industries Assembler
3	Family	5	Does not work
4	Owns from family	4-5	Paramedic training program fire safety 5 hrs/wk
5	Owns from family	5	Tiny Radiator, co-owner with father
6	Family	2-1	Does not work
7	Owns from family	4-5	McDonald's manager 2 years

COMMUNITY AGENCIES

We were unable to access other formal follow-up studies conducted by community agencies. The representative from the Developmental Disability Service stated that such studies were being conducted but did not have specific information on the status of the studies. Subjective estimates of the community program success ranged from 70% to "most of them."

It is important to note that these estimates pertain to program success. It is highly probable that program success rate would be significantly higher than overall transition success rate, depending upon exactly how success rate was operationally defined. With the exception of the Doyle McIntosh Center, the missions of the community agencies whose staff we interviewed focused on only one or two aspects of transition, thereby increasing the likelihood that success as defined by one agency was not indicative of overall successful community transition. Furthermore, one agency representative stated that cases which were more complicated (i.e., the client had a variety of needs), were, in her estimation, less successful. A lower success rate with complex cases has negative ramifications for high school graduates with severe disabilities because their needs often warrant a variety of services.

Summary

A universal and emphatic appeal for extensive follow-up studies by all respondents was the most impressive point uncovered. Follow-up studies are paramount to assessing program effectiveness and guiding program development. Specified barriers to conducting such studies were time and financial support. It is understandable that the follow-up studies available

were those conducted at the Independent Living Skills Transition Center which, through a federal grant, was equipped with the personnel and finances to complete such research.

Another avenue for conducting follow-up studies could be the cooperation effort of a coalition. School-based personnel as well as community agencies have an interest in results of research on successful community transition. Through collaborative effort of all resources (school-based and community), such studies could be managed.

KEY ELEMENTS OF A TEAM MODEL

Several emergent themes key to the transition process warrant emphasis. They include: perspective on transition, relationship between program approach and view of transition, level of development of effective transition process, independent living skills transition centers as a tested conceptual model for transition, influence of program approach on instrumentation, in relation to transition effectiveness measures.

PERSPECTIVES IN TRANSITION

A call for a fresh approach to preparing high school students with special needs for community integration is not specific to ETC or the ILST Center. School personnel, parents, and some community agency representatives also identified a need for further development of programming in this area. The present system, in which communication among relevant personnel occurs informally represents a good beginning in transition planning, but movement toward a more formalized system may augment the process already in place. This consensus suggests that the Savanna High School setting is ripe for the new and innovative approach to transition envisioned by the California State Department of Education. Further, although at Savanna High School, high quality transition programs in the classroom and through other services exist, staff and parents seem to believe more transition programming is needed.

RELATIONSHIP BETWEEN PROGRAM APPROACH AND VIEW OF TRANSITION

In order to optimize the goals of ETC, the need for education of parents, school personnel, and community agencies is primary. The extent of programs and services offered through the school and community agencies is

dependent upon the definition of successful transition as well as perceived program role in promoting transition. Our findings indicated that in many instances, respondents did not have a shared sense of what the term transition implies. The scope of transition presented by ETC is broad, addressing many issues of community living. On the other end of the spectrum is the limited picture of transition, addressing only employment. Only two respondents approximated the ETC definition. Most were more selective, focusing on one to two aspects only.

Likewise, a continuum of programs and services are available. On the global end, the ILST Center addressed development of coping skills and other characteristics necessary for success in transition. Skill acquisition in the areas of daily living, social communication, leisure, and prevocation were fostered. On the other hand, ROP focuses solely on work.

The relationship between the transition definition endorsed and the program offered varies. For example, Dayle McIntosh Center defines successful transition broadly, yet addresses only selected parts to avoid duplication of services. A few individuals presented a narrow viewpoint of transition (for example, graduation), yet addressed many issues important to success beyond the definition (for example, behavior, functional skill).

A fit between the transition definitions and programming must occur. This is not to say that each transition team member must address all components of successful transition. As a whole, consensus on the scope of transition is essential. Roles and responsibilities must be systematically specified to ensure that all transition needs are covered.

LEVEL OF DEVELOPMENT OF EFFECTIVE TRANSITION PROCESS

Organized transition training is limited within the system examined, as evidenced by the overlapping which occurs in networking with community agencies. Planning for the students' future is centered around IEP meetings. As discussed previously, these meetings primarily and effectively address educational goals, interfering wit in-depth transition planning. A statewide system that provides a suggested method, and documentation forms which could be adapted on the local level would promote the realistic, long-term, structured, and comprehensive planning that is required. In addition, a designated team member responsible for tracking the student's progress following graduation as he or she moves into the community is essential. It became clear as wel analyzed the responses of our informants that no one was responsible for bridging the gap between graduation and integration into the community agency systems. Ideally, one designated team member (i.e., case manager) could have an understanding of student needs, a broad perspective on transition, skills to provide training if needed, and a firm grasp of the intricacies of the community network.

ILST CENTER AS A TESTED CONCEPTUAL MODEL FOR TRANSITION

One of the primary purposes of the present project was to document how the OSERS-funded ILST Center interfaced with other services contributing to transition programming at Savanna High School The ILST Center provides a broad conceptual approach to transition planning which addresses the vocational, residential, social communication, and leisure needs of the students. Through its implementation, a structure which bridges the home, school, and community is provided. The curriculum addresses knowledge of

self, knowledge of options, development of skill, and development of a plan through participation in daily living, social communication, and vocational groups. Parents' involvement includes meetings, networking, and newsletters. An intricate network system which facilitates communication among community agencies, school personnel, and students is developing. An extensive collaborative training model between USC (OSERS grant recipient) and Savanna High School to prepare occupational therapists as transition experts is in place.

Conceptually, this model can serve to guide the development of transition centers at high school campuses. It addresses the many levels of transition: High school student training, parent education, and community networking. To accomplish the goals set forth by ETC, training of personnel to establish and coordinate such centers will be crucial. The training component was central to the ILST Center model.

INFLUENCE OF PROGRAM APPROACH ON CHOICE OF INSTRUMENTATION FOR FOLLOW-UP AND EFFECTIVENESS STUDIES

Consistent with the goals of ETC to follow students after graduation, a prominent theme throughout the interviews was a push for program follow-up studies.

A carefully designed research plan is crucial to gather data which will be useful for general transition planning. First, the definition of transition will need to be operationalized according to the comprehensive concept adopted by ETC. Second, instruments must be selected which are sensitive to each of the components of successful transition as defined by ETC. One barrier to the execution of comprehensive follow-up studies may

be the particular focuses of program services, unless the information from the various agencies is pooled and synthesized. Through the efforts of the ILST Center, successful transition has been operationalized in its broadest sense and a follow-up survey has already been designed and pilot-tested. This instrument has the potential for enabling the gathering of data not only from agencies or services with focused goals, but also from those that address broader transition concerns. An organized, carefully designed research package that could be distributed to personnel in schools and community agencies has the potential for providing comprehensive follow-up data on student outcomes.

SUMMARY

FINDINGS

Findings of this report, which relied on data obtained through interviews of nine school personnel, two parents, two students, and six of representatives from community agencies, and research conducted as part of OSERS project #G008400 770 may be summarized as follows.

A. Transition Definition

Situation. All respondents are utilizing a definition of transition that contains minimally an emphasis on work. Less consistently, other components of transition (e.g., residence, social leisure network, personality) are incorporated.

Needs. Even if all agencies and personnel do not address every element of transition, it would seem they should share the same sense of understanding of what transition entails. Our respondents seemed excited about the transition concept, and indicated that they would be receptive to

guidance on how the current transition system might be enhanced and augmented.

B. Team Membership/Selection Process

Situation. Teams are spontaneously constituted based upon student needs and therefore vary across students.

Needs. Data from this and other projects may suggest that more consistent and visible representation is needed in the transition process. Mechanisms for the inclusion of community agency representatives in transition planning are needed.

C. Individualized Educational Planning Meetings

Situation. These meetings were highly valued by our parent and professional respondents, especially for the purpose of parent-professional collaboration.

Needs. Although the IEP framework is appreciated for the setting of educational/academic goals, the following may enable these meetings to augment their effectiveness by including a focus on the transition of high schools students with disabilities.

1. Specific time allotment for the formation of transition goals along with academic goals
2. Designation of transition case managers to coordinate planning and follow-up of transition plans
3. Encouragement of attendance of relevant community-based agency personnel at meetings
4. Availability of forms through which transition program goals can be developed and documented

5. Scheduling of meetings at times and in settings that are conducive to parent-professional communication.

B. Brief Description of Team Roles

Discussion. The following represents a list of how key professionals at Sonoma High School see their roles in transition.

1. Role of Teachers. As transition is a relatively new priority, teachers were unclear about the extent to which they should focus on transition versus academic goals. Presently, they reported that more time was spent on academics, although they also incorporated transition content. Enthusiastic about the transition priority and concerned about the futures of their students, they recommended that the "transition" content they offered be complemented by content provided by other professionals with a transition focus (for example, Job Center occupational therapists).

2. Role of Psychologist. The psychologist interviewed saw her role as that of resource content, facilitating placement in the least restrictive environment, crisis intervention, psychological testing.

3. Role of the Adaptive Physical Education. The adaptive physical education saw her role as providing group physical and social skill training through sports activities and instruction, focusing on increasing self-esteem.

4. Role of Occupational Therapists at the Job Center. These therapists saw their role as promoting transition to community by

[illegible] the internal characteristics (self-direction, resilience, self-esteem) and transition skills needed (in the areas of daily living, social communication, vocation, and leisure) through individual and group activities in simulated home and natural community environments.

5. Role of Parent. Parents had an undefined sense of their role, on the extent to which they should "actively" participate in transition planning, but were eager to be involved.

6. Role of Community Agencies.

DSE. Personnel from this agency saw their role as providing equipment to facilitate independence in self-care and mobility.

DRS. Staff from this agency saw themselves as leaders in integrating work.

BOE. Personnel from this agency saw themselves as providing job exploration and training in the community environment.

Community Colleges. Personnel from these institutions saw themselves as providing assistance with matriculating into the community college system and courses in independent living skills training.

Needs. Although the team members all expressed a commitment to and role in transition programming, they identified specific mechanisms that would improve the team's functioning. Teachers, for example, sought guidance on how much content in the transition area could replace traditional academic content. Areas of content that were identified as needing more coverage included: transition skills training, social skills training, preparation

[illegible] and opportunities to foster personality characteristics such as, for example, self-esteem and maturity. Teachers, parents, and community agency representatives see a need for more programming that, in the "ideal world" would, would develop student strengths. To enable such curricula modifications, funding must be made available.

8. Parent Participation

Discussion. Parents have been participating in the transition planning for their children through open houses, IEP meetings, individual contacts with teachers and other school personnel, and personal conferences.

Needs. As transition is a new concept, parents reported some confusion with respect to the extent to which they should be an "active" participant. Programs and mechanisms need to be further developed that foster their sense of self-confidence in their knowledge with respect to transition issues. Examples of such programs are already utilized at the IEP level, such as social and educational outings, the Parent Association, and ongoing individual consultations.

9. Agency(ies) Process

Discussion. Networking was seen by the respondents as vital to transition. In this project, we identified the professional personnel and the individuals who were contributing to the transition process of high school students with disabilities at Bayonne High School. The core community agencies that regularly contribute to the transition process were also identified.

Need. Many individuals and services are currently playing a vital role in the transition process; however, these services need a coordinating

mechanism. Such a mechanism could provide an overview of the services provided as well as identify the "gaps" in service delivery. The ILST Center staff are currently working toward assuming the role.

In the study, we have analyzed the transition process as it occurs currently at Sevenna High School, a process that is unique because of its inclusion of the OSERS-funded ILST Center. Our synthesis of the findings has resulted in the following objectives for ITC. The objectives are classified in six domains:

EDUCATIONAL INNOVATIVE FOR SCHOOL-BASED PERSONNEL, COMMUNITY AGENCIES, AND PARENTS

Goal 1: to enhance statewide understanding of the transition process

1.1 To provide a basic understanding of the breath and length of transition programming

1.2 To promote statewide acceptance of the transition definition adopted by ITC

1.3 To elucidate the differences between the transition process and the traditional academic process.

CENTER FOR TRANSITION PROGRAMMING

Goal 2: to establish a program solely dedicated to bridging the transition of students from school to home to community living

2.1 Develop a comprehensive community-based curriculum addressing vocational, daily living, social, and leisure components of transition

2.2 Design a curriculum model which facilitates the acquisition of personal characteristics underlying the ability for success in the community, such as self-direction, decision making, resilience, self-esteem, and coping behaviors

2.3. Institute a parent program component for the purpose of parent education, collaboration with teachers, program support. Incorporate methods for collaboration with Project Next Step

2.4. Establish an advisory board network system to ground the development of the center in the needs of the community and school

2.5. Establish a research office to coordinate and develop extensive research plans for the purpose of documenting student needs program effectiveness

[illegible]

GOAL 3: to document successful transition of students and assess effectiveness of the transition system

3.1. Construct a variety of methods to examine the strengths and weaknesses of the process by which the system facilitates student transition

3.2. Critique, evaluate, and select instruments

3.3. Design and implement a 4-year follow-up research plan to be carried out by the center to assist in redefining goals and programs

3.4. Implement data collection

3.5. Make recommendations for changing the system

3.6. Disseminate information to special education directors throughout California

GOAL 4: Determine the needs and capacities of the students and their families

4.1. Select instruments that address the broad areas of transition

4.2. Critique, evaluate, and select appropriate instruments

4.3. Develop transition plans for individual students (ITP's)

4.4. Assess the system's capabilities for meeting student needs

INSTITUTE INDIVIDUALIZED TRANSITION PLANS

GOAL 5: Develop longitudinal ITP Process

5.1. Develop a system for early detection of potential students needing transition planning

5.2. Establish formal meeting time and place to address transition issues

5.3. Select transition team members including school personnel, parents, and community agencies

5.4. Design a recording format for goal tracking (ITP)

5.5. Design a method for periodic progress update

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APPENDIX A

SCHOOL PERSONNEL INTERVIEW WORKSHEET

1. Describe the overall goals of the intervention you provide.

2. List the specific services which you provide.

3. Do any of the services which you provide relate to the transition issue for the students? If so, list the services.

4. Do you consult with other agencies/persons in providing services? If yes, list agencies and how often you consult.

Agency/Person	Frequency	Reason for Contact

5. What assessments do you use, if any?

6. How many students do you directly serve each year? Describe according to educational classification.

_____ Multiply handicapped

_____ Severely emotionally disturbed

_____ Communication handicapped

_____ Learning handicapped

School Personnel Interview Worksheet, cont.

7. How many students do you serve in a consultant role each year? Describe according to educational classification.

   _____ Multiply handicapped

   _____ Severely emotionally disturbed

   _____ Communication handicapped

   _____ Learning handicapped

8. How are students referred to your classroom or services?

9. What is the average length of participation?

10. Define successful transition of adolescents from high school to adult life.

11. What is the success rate of your students?

12. Have you conducted any research on your program or students?

13. Which components of your program are particularly strong in encouraging transition of adolescents from high school to adult life?

14. What change would you like to see made that would improve your program, if any?

School Personnel Interview Worksheet, cont.

The following questions pertain to IEP meetings.

1. What is the purpose of IEP meetings?

	Yes	No
2. Do you feel the goals of the meeting are achieved?	/ /	/ /
Is enough time allowed to cover all issues?	/ /	/ /
Are you responsible for organizing IEP meetings?	/ /	/ /
Are you responsible for contacting others to attend?	/ /	/ /
Do you receive written reports on the outcomes of the meetings?	/ /	/ /

3. How are you informed about the date and time of the IEP meeting?

4. What are your specific responsibilities as a member of the IEP team?

5. What methods do you utilize to provide input?

_____	verbal	_____	in person
_____	written report	_____	in absentia
_____	report & evaluation	_____	varies

6. What are the strengths of the IEP meeting?

7. What improvements, if any, would enhance the outcome of the IEP meeting?

COMMUNITY AGENCY INTERVIEW
WORKSHEET

1. Describe the overall goals of your program.

2. List the specific services which you provide.

3. Do any of the services which you provide relate to the transition issue for individuals with behavioral, physical, or learning problems. If so, list the services.

4. What is the total number of clients directly served each year?

   How many are enrolled in high school?

   How many are young adults?

   How many are in special education classes at Savanna High School?

5. What is the total number of clients served in a consultant role each year?

   How many are enrolled in high school?

   How many are young adults?

   How many are in special education classes at Savanna High School?

6. Do you collaborate with other agencies/persons in providing services? If yes, list agencies and how often you consult.

Agency/Person	Frequency	Reason for Contact

Community Agency Interview Worksheet, cont.

7. What assessments do you use, if any?

8. How are clients referred to your agency?

9. What is the average length of participation?

10. Is there a financial charge for your services?

11. How is your program funded?

12. Define successful transition of adolescents from high school to adult life.

13. What is the success rate of your clients?

14. Have you conducted any research on your program or clients?

15. Which components of your program are particularly strong in encouraging transition of adolescents from high school to adult life?

16. What change would you like to see made that would improve your program, if any?

The following questions pertain to IEP meetings.

Do you attend Inidividualized Educational Planning meetings on your clients who are enrolled in special education?
If so, please complete the following questions.

1. What is the purpose of IEP meetings?

2. Do you receive written reports on the outcomes of the meetings?

3. How are you informed about the date and time of the IEP meeting?

4. What are your specific responsibilities as a member of the IEP team?

5. What methods do you utilize to provide input?

_____	verbal	_____	in person
_____	written report	_____	in absentia
_____	report & evaluation	_____	varies

6. What are the strengths of the IEP meeting?

7. What improvements, if any, would enhance the outcome of the IEP meeting?

PARENT INTERVIEW

1. What meaning does the word "transition" have to you?

2. How have the transition needs of your child been addressed in the school system?

   a. In the classroom

   b. In the IEP

   c. In special education

   d. In psychology

   e. In the Independent Living Skills Transition Center

   f. Other

3. How have the transition needs of your child been addressed by community agencies?

4. In which classes and through what services were your child's transition needs met?

Parent Interview, cont.

5. Can you cite instances when school-related personnel worked together to coordinate transition programs for your child?

6. Can you cite instances when school-related personnel coordinated transition planning for your child with community agencies?

7. Could you develop a time line of the significant events that fostered your child's transition process?

8. To what extent have your felt you were able to provide input into your child's transition program?

9. What do you see as the key transition service rendered to your child?

10. Were there any transition needs that you identified for your child that were not met?

HUMAN CONSENT FORM

DOCUMENTATION OF A COLLABORATIVE TRANSITION PLANNING SYSTEM

PRINCIPAL INVESTIGATOR

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SUBJECT'S NAME _____

The purpose of this project is to document how the variety of school-based services and community agencies contribute to students' transition from high school to independent living. Data gathered from this project is expected to be used at the state level for planning future transition programs for adolescents. Twenty-two individuals will participate in this project including school personnel, representatives from community agencies, parents, and students.

PROCEDURE: Students will participate in a 30 to 40-minute taped interview. The interview will consist of questions designed to solicit information regarding (a) the student's perception of his or her independent living skill needs, (b) the student's perception of the degree to which he or she is being prepared through the classes at Savanna High School to live independently following graduation, and (c) the student's understanding of the purpose of IEP meetings and his or her role in the meetings.

The results of this research study will be published in a final report to the State Department of Education. However, your identity as well as your adolescent's will remain anonymous. Your student's name cannot be published without your consent.

I acknowledge that the information gathered in the interview is for the purpose of research and therefore I consent to allow my adolescent to participate in this study.

_____ _____
Parent's Signature Date

I certify that I have reviewed the contents of this form with the person signing who, in my opinion, understood the explanation.

_____ _____
Researcher's Signature Date

APPENDIX B

MODEL PROGRAM AND GUIDELINES FOR OCCUPATIONAL THERAPIST TRAINING IN DELIVERY OF HIGH SCHOOL-BASED TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

Edited by

Jeanne Jackson, M.A., OTR

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University of Southern California

DEDICATION

Tó our dear Gerald Sharrott, M.A., OTR
whose ideas shaped the philosophy
and goals of this project.

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Whenever one completes a project of this magnitude, certain individuals stand out for their contributions that go far beyond expectations. We wish to thank Julie Bissell, M.A., OTR, Coordinator of Occupational Therapy Services for the Anaheim City School System, for her assiduous attention to the details of this project and wise council, and Wendy Mack, M.A., OTR for her statistiical consultation and data management on every aspect of this projecct. Lastly our deepest appreciation goes to Marian and Jim Karsjens for their creativity and precision in preparing the technical aspects of this manual.

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PREFACE

In a collaborative effort between the University of Southern California Department of Occupational Therapy and the Anaheim Union High School District, a 3-year pupil personnel training grant was awarded from the U.S. Office of Special Education and Rehabilitative Services (OSERS) to Florence Clark, Ph.D., OTR, and Gerald Sharrott, M.A., OTR, of USC. The project, which emanated from this grant and serves as a national model, accomplished two goals. First, it established a national model training program through which occupational therapists can be prepared to enter high school-based service in the role of experts in transition programming. Second, as a consequence of the need for a training setting in which trainees could master competencies, the project provided direction for developing and implementing independent living skills transition programs for high school students with severe disabilities on high school campuses.

Savanna High School in Anaheim, Orange County, California, was selected as the setting for specially designed practica associated with the training program because it serves the largest number of students with disabilities in the district: 120 students with severe disabilities are mainstreamed among 1,700 students without disabilities. The Occupational Therapy Independent Living Skills Transition (OT-ILST) Center, established through grant support, was available to 60 high school students, in self-contained classrooms, with behavioral, learning, and physical disabilities. In this setting, as occupational therapy trainees mastered competencies needed for school-based service, they also provided services to the pupils as they honed their skills. In May 1987, federal funding terminated, but the training program is continuing through the support of the Anaheim Union High School District and the Greater Anaheim Special Education Local Program Agency (GASELPA).

As part of the dissemination phase of the grant, this manual entitled *Model Program and Guidelines for Occupational Therapist Training in Delivery of High School-Based Transition Services for Students with Disabilities* has been produced. It describes the model pupil personnel training program that prepared and continues to prepare occupational therapy students to enter high school-based service in the area of transition. The design of the Occupational Therapy Independent Living Skills (Transition) Program that serves simultaneously as an occupational therapist training as well as a service setting for pupils with disability, with its assessment, program, and evaluation components, is presented in substantial detail to enable others to replicate it. Section I presents justification for the establishment of occupational therapy independent living skills transition programs and describes the role for which occupational therapists need to be trained in such programs. Section II delineates the components of the model occupational therapy pupil personnel training program. In Section III the findings of an extensive needs assessment used to guide the design of the Occupational Therapy Independent Living Skills (Transition) Program are presented. The elements of the Independent Living Skills (Transition) Program including assessments, content, and method of instruction are outlined in Section IV.

BACKGROUND AND RATIONALE FOR NEED FOR OCCUPATIONAL THERAPY TRANSITION PUPIL PERSONNEL TRAINING PROGRAM FOR HIGH SCHOOL STUDENTS WITH SEVERE DISABILITIES

- Florence Clark
- Jeanne Jackson
- Vickie Pennington

Transition: An Historical Perspective

A shift in national policy regarding the education of handicapped children has occurred in the last 15 years. In 1974, the final federal standards guaranteeing the right to education in the least restrictive environment for all handicapped children was signed into law as PL 94-142 (U.S. Office of Education, 1974). Under the assumption that primary education in the least restrictive environment promotes successful participation in community living as an adult, PL 94-142 was the initial attempt to address the issue of transition.

Despite the consistent efforts of school personnel to enact this law, statistics as late as 1982 indicated that states were not in compliance (Reynolds, 1984). In particular, students attending junior and senior high school were reported as the most neglected population. Statistics indicated that only 29% of the students in special education were in grades 7 through 12 and that students in secondary education were less likely to receive adaptive physical education and related services (U.S. Department of Education, 1982). Compounding the problem are the employment statistics reported by the U.S. Bureau of Census Report in 1982. Fifty to 80% of adults with disabilities were reported to be unemployed. Even those individuals who had participated in supported vocational programs found themselves underpaid and isolated (Will, 1985). These statistics strongly pointed to the flaws in the educational system such that the majority of high school students with disabilities were not being served and too many who were being served were not meeting the desired outcome--transition to productive and satisfying community living.

Realizing that the needs of adolescents with disabilities were not being met, the U.S. Office of Special Education and Rehabilitative Services (OSERS) charted a new direction for special education services. A national priority toward the development and implementation of programs that facilitate the transition of high school students in special education from school to work was established (Will, 1985). In 1984 monies were earmarked for research, training, and demonstration projects that would address the transition of adolescents from high school to independent living.

Transition was defined as "an outcome-oriented process encompassing a broad array of services and experiences that lead to employment" (Will, 1985, p. 14). This policy statement set forth by OSERS to guide the direction of transition projects placed a strong emphasis on employment as the index of successful transition. However, this policy has been criticized for its narrow perspective, arguing that meaningful transition should not focus on a single dimension of adult life but rather include a multifaceted approach (Halpern, 1985). Halpern's criticism is based on studies which examined successful community adjustment in individuals with mental retardation living semi-independently in the community. Results suggested that success in one area of community adjustment, that is, work, did not necessarily relate to success in other areas, that is, residential living. Thus, Halpern concluded that programming aimed at only one facet of community adjustment was unlikely to facilitate skill development in the other areas. Halpern (1985), along with other leaders in the transition movement, endorses a broader view of transition, defining it as the process through which students are prepared to reside in the least restrictive environment suitable to their abilities, and actively participate in a social-leisure network as well as engage in employment. Transition programming at the Occupational Therapy Independent Living Skills Transition (OT-ILST) Center also reflects this broad perspective of community adjustment. Equal emphasis is placed on the development of social, vocational, and leisure skills to prepare adolescents with disabilities to cope with all dimensions of community living.

Occupational Therapy's Focus on Independent Living: Roots of the Pupil Personnel Training Program

Occupational therapy expertise in transition is grounded in its 70-year history of preparing individuals with disabilities in prevocational, daily

living, and social skills necessary to live within their environment (Mack, Pennington & Clark, 1987). At the turn of the century, occupational therapists were central in the transition of patients with mental illness from locked wards and restraints to cottages and institutions. Patient participation in a balanced regime of daily activities including work, rest, and leisure under the guidance of occupational therapists promoted healthy behavior in these patients (Meyers, 1977). These programs and philosophies were the seeds of occupational therapy's concern with enabling individuals to reside in the least restrictive environment.

Following World War II, occupational therapists were instrumental in adapting work sites and assisting veterans to learn new vocational skills, thus enabling these men to resume their role as contributing members of society. The social political movement toward deinstitutionalization of persons with mental illness in the 1970s brought another challenge to the occupational therapy profession. Again the profession's focus was on providing the training required for individuals with mental illness to reside within a community and abide by the social rules of the residential home as well as the neighborhood. Although employment was not the final goal in this situation, the development of daily living skills and social community awareness skills were certainly critical outcomes. Most recently, occupational therapy's involvement in centers for independent living, community-based transitional homes, and community colleges has emerged. Awarded two grants by the Rehabilitation Services Administration entitled "Occupational Therapy Students Training for Comprehensive Community-Based Independent Living Skills Development," and "Occupational Therapy for Community Skills," the University of Southern California Department of Occupational Therapy began to position therapists in community- based independent living skills training programs. The goal of the first project was to teach independent living skills to individuals with physical disabilities within the home site. The second project created a college-based transition program at Santa Monica College in Santa Monica, California, again to prepare individuals with disabilities to live successfully within their own community both contributing to and benefiting from society.

In summary, occupational therapy has addressed the issues of transition since the inception of this profession. Whether the setting be hospital, work, community, or school, occupational therapists have focused their concern on preparing individuals with disabilities to live productive and fulfilling lives.

Although occupational therapy has historically dealt with the issue of transition, only in the past 20 years has its role in the school system expanded. Initially, occupational therapists were employed solely in the special education classroom for children with orthopedic disabilities (Gilfoyle & Hays, 1981). By 1960, service had broadened to include children with developmental problems (Gilfoyle & Hays, 1981). Concurrent with the implementation of PL 94-142, occupational therapy services were sought to complement other school-based programs in regular school settings to assist with enabling students to be successful in the least restrictive environment.

Under the provision of PL 94-142, occupational therapy in the school systems is considered a related service, by definition of the law. Thus, the key role of the occupational therapist is to assist students in benefiting from existing classroom curricula.

> Occupational therapy includes: 1. Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; 2. Improving ability to perform tasks for independent functioning when functions are impaired or lost; and 3. Preventing, through early intervention, initial or further impairment of function. (Gilfoyle & Hays, 1981, p. 4)

In order to achieve the above stated goals, occupational therapists may serve in five primary roles:

> I. Evaluating students with suspected educational handicaps to specify need for and goals of an occupational therapy intervention program;
>
> II. Participating in educational program planning for individual students to coordinate occupational therapy goals and program plans with the total educational program;
>
> III. Implementing an intervention program to facilitate an individual's optimum functioning and enhance the student's ability to learn and develop;
>
> IV. Managing and supervising school-based occupational therapy programs. (Gilfoyle & Hays, 1981, p. 5)

At Savanna High School, the Occupational Therapy Independent Living Skills Transition Center is an integral part of the curriculum for students enrolled in special day classes. Here, the occupational therapy trainees are prepared in all five of the above stated roles: evaluating students for transition needs, participating in individualized educational plan (IEP) meetings to coordinate transition programming provided at the OT-ILST Center with those provided by other personnel, implementing an independent

living skills intervention program, consulting with parents and teachers, and supervising an occupational therapy student training program.

DESIGN OF THE MODEL PUPIL PERSONNEL TRAINING PROGRAM

- Florence Clark
- Gerald Sharrott (posthumously)
- Jeanne Jackson

Introduction

Recent changes in legislation have led to an expansion of school- based programs for primary and secondary grade levels within the educational system. Consequently, demands for special education teachers and related services personnel have increased to serve the rising number of students with disabilities who are enrolled in special day classes. In response to the recent demand, the number of occupational therapists employed in the school system has been on the rise (Gilfoyle & Hays, 1981). However, occupational therapy services have primarily addressed the needs of primary grade children with handicaps focusing on intervention that will improve the disabling condition. Although transition programming and coordination have historically been a key element of occupational therapy practice, it is now necessary to incorporate transition intervention into school settings in order to realize the goals of Section 625 of the *Education for All Handicapped Children Act* (U.S. Department of Education, 1974).

The following training program outlines a model curriculum that can be incorporated into traditional occupational therapy curricular to better prepare occupational therapists to meet the needs of the underserved high school students who have disabilities. The sequence of content, courses, and clinical experience of the model training program will now be presented.

Model Occupational Therapy Independent Living Skills Transition Trainee Program

In a collaborative effort between Anaheim Union High School District and the University of Southern California Department of Occupational Therapy, occupational therapy graduate students were provided academic training in developing and implementing an independent living skills transition program and a site for practicum experiences associated with the training program was established on the Savanna High School campus. This occupational therapy model pupil personnel training program aimed to prepare occupational therapy students for leadership, teaching, and research roles in high school transition programming for students with disabilities, impacted upon the multilevel systems involved in providing transition services, and further delineated and clarified the role of related service personnel in high school settings.

Three groups consisting of four trainees each have participated in the model training program over the past 3 years. Competitive selection of trainees was based on the following qualifications: cumulative GPA, Graduate Record Examination scores, leadership potential, and personality characteristics such as flexibility, initiative, professionalism, and communication skills. Faculty committees made the final selection of the trainees from a pool of applicants.

Consisting of both didactic and clinical components, the training program was conducted within the normal time frames of the USC curriculum followed by a 5-month practicum at the Savanna High School Occupational Therapy Independent Living Skills Transition Center. It is expected that adaptations could be made to curricular existing at other universities to accommodate the training program. The three phases that characterized the model training program are described below. The model is pictured in Figure 1.

Phase I. Professional Year of the Occupational Therapy Curriculum

The USC model training program was offered at the Basic Master's level. The initial year of the Basic Master's program in occupational therapy provides students with academic coursework in the areas of physical and biological sciences, human development, and occupational therapy theory and practice. Clinical experience allows students to gain skills in the provision of occupational therapy services in primarily traditional settings.

To augment the existing curriculum, the four students who participated in the pupil personnel model

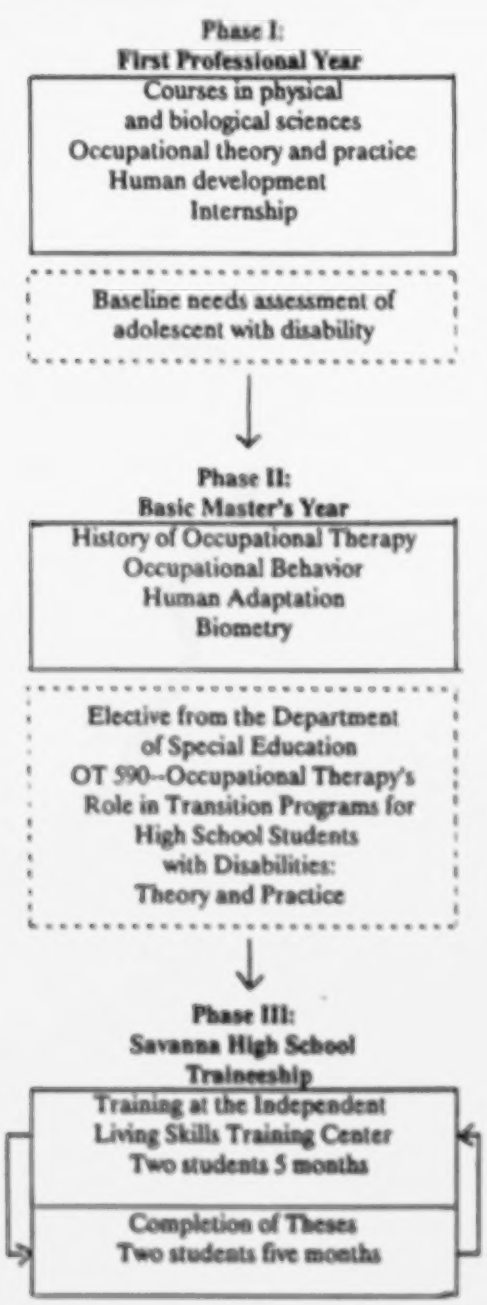

Figure 1. The three phases of the University of Southern California model training program for preparing occupational therapy students to provide high school-based transition services to pupils with severe disabilities.

training program in its first year conducted a baseline needs assessment of the high school students with handicaps, which became the foundation for the design of the Occupational Therapy Independent Living Skills Transition program. Engagement in this task provided the occupational therapy students with first-hand experience in understanding the needs of adolescents with disabilities and introduced them to assessment procedures.

Phase II. Master's Year

DIDACTIC PROGRAM

The second year of the Basic Master's curriculum includes four basic courses. In *History of Occupational Therapy*, students were provided with the historical background of occupational therapy's evolving political, theoretical, philosophical, and clinical involvement in fostering transition from school roles to worker and community roles. Biometry provided the necessary statistical background to enable students to participate in research. Occupational Behavior emphasized the community and student role requirements of adolescents as they relate to the concepts of role, occupational choice, chronic disability, and adaptation. Theory in a Practice Profession enabled students to engage in theory building (regarding the social etiology of handicappism and the therapeutic effects and exploration of independent living skills programming in the destigmatization of students with handicaps). Human Adaptation provided an analysis of the biological, psychological, and sociocultural theories of the adaptive process in the context of chronic illness and developmental life transition. These courses, which have always been elements of the USC master's level curriculum, provided content that, in our 3 years of experiences, seem fitting for entry into high school- based transition services for pupils with severe disabilities.

However, these courses, while necessary, were not sufficient for preparation in this highly specialized area. Two additional courses were selected to better prepare students to become effective related service providers in the educational system. One course in special education covered content on the policies and laws affecting the educational system, and the role of special educators in transition programming within that system and promoted the development of effective communication skills of trainees with special educators. The second course, OT 590 Directed Research, was designed to cover the roles, tasks, and competencies needed by occupational therapists working in educational systems (see Appendix). This curriculum, based largely on TOTEMS (Gilfoyle &

Hays, 1981), a competency-based educational program, was adapted to focus on the special requirements of occupational therapy provision to high school students with transition needs. However, in general, the trainees were prepared to master the following TOTEMS competencies.

1. Engage in consensual decision making with the rest of the educational team to meet the students' educational goals and functional needs.
2. Understand the information needed to initiate and manage occupational therapy programs within the parameters set by the service delivery patterns, the laws, rules and regulations affecting the school district, and the ethical practices of the occupational therapy profession.
3. Determine students' educational levels and needs as related to their functional abilities and disabilities.
4. Develop and document specific performance objectives for the student which relate to his or her needs, current status, and program plan.
5. Develop an effective occupational therapy program based on results of assessments and identification of student's educational needs.
6. Provide and evaluate the provision of direct services to students.
7. Maintain a consulting and/or monitoring relationship with other school system personnel.
8. Maintain a consulting and/or monitoring relationship with student and family in the delivery of occupational therapy service.
9. Evaluate the effectiveness of occupational therapy in improving school performance and communicate this to school personnel, students, parents, and other health professionals.
10. Supervise and train other people to implement occupational therapy principles and concepts.
11. Integrate occupational therapy concepts with educational programs.
12. Initiate, expand, and maintain occupational therapy programs within an educational setting.

RESEARCH

We believe that leadership in the field of transition requires the development of strong research skills in order to continue evaluating the needs of the adolescent with disabilities, to develop and implement programs to address identified needs, and to determine the effectiveness of these programs. The completion of a thesis (requirement for the master's program) fosters the acquisition of scholarly research skills. All trainees were required to complete a thesis in an area which related to the provision of occupational therapy transition programming for high school students. The following is a list of representative topics chosen for investigation by the trainees:

1. "The Characteristics of Adolescents with Low Self-esteem Compared to Those with High Self-esteem"
2. "Factors Contributing to Independent Achievement for the Adolescent with Disability"
3. "Occupational Choice in Adolescents with Disabilities"
4. "Locus of Control and Its Malleability in Independent Living Skill Training in Adolescents with and without Disabilities"
5. "Parental Attitudes Toward Independence in Adolescents with Disabilities Involved in an Independent Living Skills Program"
6. "Retrospective Study of the Predictors of Independent Living Skills in High School Graduates with Disabilities"
7. "The Disabled Adolescent Decision-making Skill Interview"
8. "Personal Causation in Relation to Social Interactions of Adolescents with Disabilities: Development of an Assessment Scale"
9. "The Therapeutic Value of Organized Team Sports with Disabled Adolescents"
10. "A Description of the Performance of Adolescents with Disabilities on the Seifkin Adolescent Assessment of Independent Living Skills"
11. "Coping with Disability: A Single Case Study of an Adolescent with Spinal Cord Injury"

Trainees are acquiring a more comprehensive understanding of the needs of adolescents, especially those with disabilities through investigation of the above topics. We believe that production of these theses not only is promoting trainee research skills but ultimately will also enable better transition programs to be established through the generation of a knowledge base for the occupational therapy profession.

FIELDWORK

Before entering their practicum experience at Savanna High School, trainees needed to have mastered the skills associated with traditional hospital- as well as community-based practice. They were therefore required to do, as their certification field work experiences, one 3-month internship in a traditional setting and one in a community-based independent living program. In the latter setting, trainees were supervised by occupational therapists employed in the settings or by a preceptor who was grant funded. During their community-based internship, students became exposed to models of transition programming of the highest caliber.

Phase III. Savanna High School Traineeship

The final phase encompasses a 5-month traineeship at the Savanna High School OT-ILST Center. Under the supervision of clinical faculty funded by the grant, trainees implemented the independent living skills program for approximately 60 students with disabilities in each year of the project. In this setting, trainees participated in the ongoing process of program evaluation and development and were able to integrate their previous didactic and clinical education with actual provision of transition programming.

THE ESTABLISHMENT AND DESIGN OF A MODEL INDEPENDENT LIVING SKILLS TRAINING CENTER

- Florence Clark
- Vickie Pennington
- Wendy Mack
- Jeanne Jackson

Introduction

If occupational therapy students were to have "hands-on" experience in the provision of occupational therapy independent living skills transition (a) in a high school-based setting, and (b) with high school students with severe disabilities, a setting needed to be operating in which such practica could occur. Because this area of practice is a new one, prior to grant implementation a setting of this kind did not exist in the Anaheim Union High School District, although many of the primary grade schools that fed into the high school did have access to a high quality occupational therapy program. Thus, a major goal and accomplishment of the project was the establishment of a model training site in which trainees could gain experience in (a) assessing transition needs of high school students; (b) designing and implementing lesson plans; and (c) evaluating effectiveness of programs for high school students with severe disabilities. Additionally, in this setting, they could gain experience in consultation and communication with school personnel and the parents of high school students with disabilities.

The Needs Assessment

In order to generate a data base that would guide the design of the model training site and the programs offered in conjunction with the pupil personnel training program, an extensive assessment was conducted on all the high school students with severe disabilities in self-contained classrooms in the Spring of 1985 (n = 45), their parents (n = 35), and their teachers (n = 7). The reader is referred to Mack, Pennington, and Clark (In Press) and Clark, Mack, and Pennington (1985) for an extensive description of the rationale, methodology, and findings of the needs assessments.

In brief, however, the needs assessment was employed to gain a sense of the demographic characteristics of the sample and their personality characteristics, interests, and independent living skills needs. We also gathered data that provided some sense of how satisfied the adolescents with disabilities were with the quality of their lives. The methodology employed for the needs assessment was modeled after that which had been used by Burnett and Yerxa (1980) in their needs assessment of community-based and college-based physically disabled persons. Each of the high school students with severe disabilities was given the following assessments:

The Cantril Ladder (Cantril, 1965) to measure overall life satisfaction.

The *Satisfaction with Performance Scaled Questionnaire* (*SPSQ*) (Yerxa, Burnett, Stocking & Azen, 1981) to measure satisfaction with performance of home management and social-community problem solving skills.

The Interest Checklist (Matsutsuyu, 1969) to detect casual and strong interests of the respondents in five areas: Activities of Daily Living, Manual Skills, Cultural/Education, Physical Sports, and Social Recreational.

The *Activity Configuration Log* (Allen, 1978) to document the activities in which the students engaged in a 24-hour period and how they classified these activities as: self-maintenance, work, rest, sleep, play, and other.

The *Piers-Harris Self-Concept Scale* (Piers, 1985) to assess high school student self-concept overall and in the following six domains: Behavior, Intellect and School Status, Physical Appearance, Anxiety, Popularity, and Happiness and Satisfaction.

The *High School Personality Questionnaire (HSPQ)* (Catell, Catell & Johnson, 1984) to assess 14 personality characteristics including: Warmth, Intelligence, Emotional Stability, Excitability, Dominance, Cheerfulness, Conformity, Boldness, Sensitivity, Withdrawal, Apprehensivness, Self-sufficiency, Self-discipline, and Tension.

In addition, the students, their parents, and their teachers were asked to complete an unpublished needs assessment (Appendix A).

Demographic Characteristics

Results of the needs assessment indicated that approximately twice as many male as female high school students would be served in the model OT-ILST Center. We also learned that the mean age of the students was 16.4 years, *SD* = 1.32. Figures 2, 3, and 4 depict the percentage of students who were enrolled in each grade level, ethnic characteristics of the students, and classification according to special education categories.

Other Characteristics

In addition, the needs assessment suggested the following that had direct implications for model ILST program development.

Personality Characteristics

Not in accord with our expectations, the high school students with disabilities were found to have personalities that were characterized by resourcefulness, emotional stability (ego strength), coolness, and aloofness. They also preferred independent decision making. Our synthesis of these findings suggested that the occupational therapy independent living skills program should emphasize independent decision making and risk taking. Unlike the stereotypes of individuals with disabilities, the high school students we would be serving did not value dependency and appeared to be resilient. These findings suggested that the program would need to train occupational therapy students to provide programs that would provide a goodness-of-fit with these personality characteristics of the subjects. Moreover, the trainees would need to learn how to foster creative problem solving as the students with disabilities, our data suggested, were concrete thinkers. If the pupils who received independent living skills training from the trainees did not develop the capacity to abstractly and creatively solve their problems, it seemed doubtful that they would be "copers" in the community.

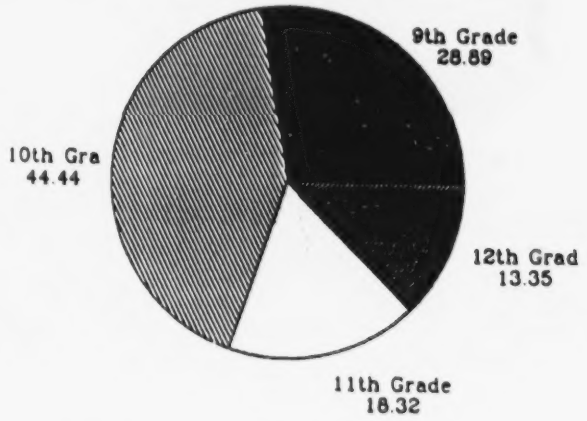

Figure 2. Students enrolled in each grade level.

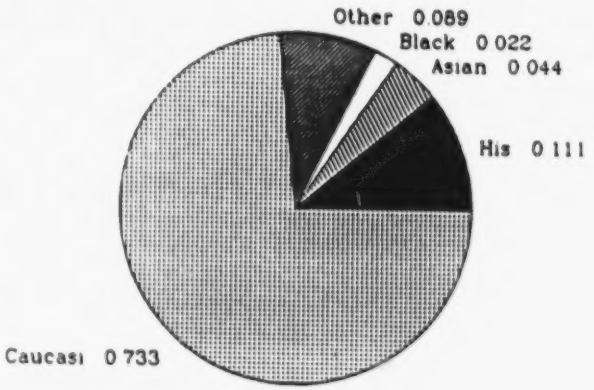

Figure 3. Ethnic Characteristics of Students

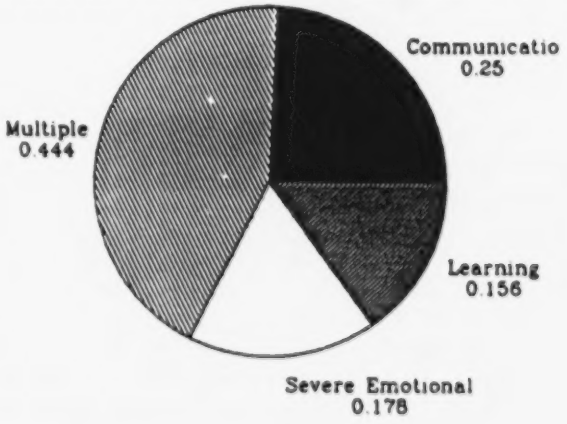

Figure 4. Special Education Catagories

The diverse personality characteristics shared by the pupils were actually considered in the development of the environmental setting for training and the constitution of occupational therapy classes. To address their personality characteristics, intervention strategies were utilized to create a goodness-of-fit between pupil temperament and technique. Pupils were grouped into classes by trainees not only according to their skill needs, but also according to assessed personality characteristics. The environment was designed to create an ambience that would be soothing and give the students a sense of importance in being there. A country motif was chosen to simulate a homelike environment and a school bungalow was refurbished to include a kitchen, dining area, living room, and offices. The final effect was a setting in which the students with disabilities could take great pride.

Life Satisfaction

These students were reasonably satisfied with their lives; Figure 5 shows the mean rating on the *Cantril Ladder* for 5 years ago, now, and in the future. The lowest rating of life satisfaction on this scale is 1, the highest is 10. Generally, the pupils we would be serving in conjunction with the model training program were presently more satisfied with life than not, but also had high hopes for the future. We reasoned that competent provision of independent living skills training to these students with disability might ensure that their current optimism was not diluted by the realities of coping with life in the community upon graduation.

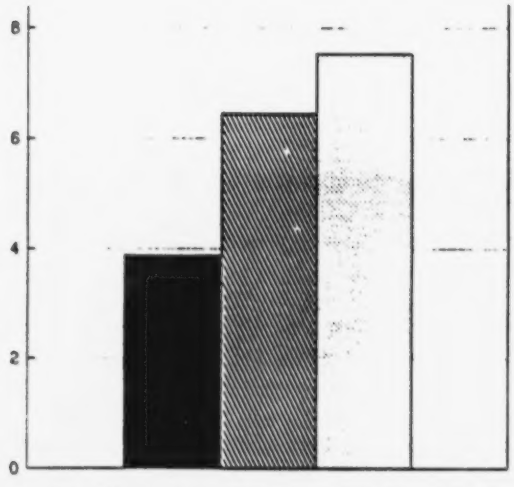

Figure 5. Cantril Ladder

Need for Independent Living Skills Training

These pupils identified that they had a need for independent living skills training. On 14 (30%) of the 46 skills listed on the *SPSQ*, 20% or more of the respondents were dissatisfied with their performance 75% of the time. The skill areas in which they tended to identify dissatisfaction, primarily in the social communication area, were those that appeared to warrant program emphasis.

Interests

The students were found to have the greatest amount of interest in social activities, but physical sports and home management also were domains of interest for them. These data would enable trainees to provide programs in concert with pupil interests.

Congruence of Pupils' Perceptions of Needs with those of Their Parents

The pupils and their parents (more than 50% in each sample) identified budgeting, getting a job, and communication as high priority training areas. However, incongruities in their perceptions also existed. As an example, 66% of the students in contrast to less than 27% of their parents identified going to college as a need area. It appeared that the perceptions of both groups, the students and their parents, would need to be taken into account in the design of the model OT-ILST training program and the services provided in conjunction with it. Moreover, trainees would need to develop the ability to design individual educational plans that incorporated the perceptions of students and their parents.

Parent Involvement

The data we gathered pointed to a critical need for parent involvement in the program. When asked to list the goals that they had for their child, parents tended to have fewer goals than their children had for themselves. Also, generally, students expressed greater happiness with their lives than their parents perceived they were experiencing. Finally, the data suggested that most parents were relatively unaware of community resources that could support or help their child in living independently and of advocacy groups. Based upon these findings, it seemed critical that trainees develop the ability to involve parents systematically in program provision. A strong parent component was therefore built into the model OT-ILST program, including consultation and monthly group meetings.

Complementary Role with Special Education

Trainees needed to learn to provide programs that would complement, not duplicate, special education. Results of the Teacher Needs Assessment provided data that enabled selection of complementary content areas for the occupational therapy independent living skills transition program. These data enabled trainees to get a sense of what content the special education teachers were and were not emphasizing. Of 38 independent living skills areas listed on the Teacher Needs Assessment (see Appendix A), five of the seven teachers identified the following as in need of emphasis in the occupational therapy program: Solving Problems/Making Decisions; Developing Sensitivity to Others; Clarifying Values; Developing Positive Self-Esteem; and Understanding Community Resources.

Types of Programming Trainees Should Develop Competency in Providing

Collectively, the findings found support for the notion that specific content areas warranted more emphasis than others, especially when the pupil sample was considered as a whole. These areas included social and vocational competence, utilization of decision making and problem solving, exposure to role models with disabilities who are living independent and productive lives, and constructive use of unstructured time. In the case of the students with multiple handicaps, traditional activities of daily living were also identified as deserving attention.

PUPIL PERSONNEL TRAINING PROGRAM PRACTICUM EXPERIENCES: A MODEL FOR INDEPENDENT LIVING SKILLS (TRANSITION) SERVICE PROVISION FOR HIGH SCHOOL STUDENTS WITH SEVERE DISABILITIES ON MAINSTREAMED CAMPUSES

- Jeanne Jackson
- Carolyn Snyder
- Vickie Pennington

A Model for an Independent Living Skills Transition Program on a Mainstreamed High School Campus

Successful transition from the high school setting to a productive and satisfying adult life is a complex process for individuals with severe disabilities. The trainees needed to develop mastery in understanding the network of agencies, professionals, and other resources that have influence upon the transition process of each student with disabilities. Each trainee therefore was provided with opportunities to interact within the network. Figure 6 depicts the comprehensive and coordinated planning system with diverse services that bear upon the transition programming of each student at Savanna High School. This model, developed by Jackson (1987) through California State Department of Education funding, serves as a conceptual and graphic device to illustrate how the three interrelated components--Occupational Therapy Independent Living Skills Transition Center, school-based services, and community agencies--contribute to the projected outcome of the students' successful transition. It should be noted that trainees were provided with practica experiences in each facet.

The box labeled school-based services refers to the primary services offered to adolescents with special needs. Transition services within the school system begin with the special educational curriculum. Instructional programming in areas such as consumer shopping, banking, and home management skills lays the foundation for adjusting to community life. Related services, psychology, speech therapy, adaptive physical education, are available for any student who has an educational need for such programming.

Community resources, another component of the model, are acknowledged as an integral part of transition. Resources in the community must be identified and accessed early in the pupil's education to adequately prepare him or her for graduation. Community resources can include but are not limited to regional centers, mental health services, California Children's Services, centers for independent living, and regional occupation plans (ROP).

The Occupational Therapy Independent Living Skills Transition Center, primarily established to enable training of occupational therapy personnel, also became a unique addition to the transition model at Savanna. Providing direct services to students with disabilities in special day classes in conjunction with

pupil personnel training, this center also promoted networking between community agencies and the schools, and educated parents as to the options available for their adolescent following high school. Each facet of the center will be elaborated upon later in this manual.

Individualized Educational Planning (IEP) is central to this model as it entails a collaborative effort of team members including students, parents, educators, related service personnel, and adult service providers in designing individually tailored plans to ensure the adolescents' progression through living skills and into the community. Trainees participated in IEP meetings to develop competency in integrating occupational therapy with the overall educational objectives of specific pupils. Although IEP's are the major avenue for programming, spontaneous ongoing communication between all team members is essential to assure that optimal coordination is occurring and outcomes will be met. Trainees were expected to engage in such information exchanges.

SERVICE PROVISION: THE OCCUPATIONAL THERAPY INDEPENDENT LIVING SKILLS TRANSITION CENTER

Just what kinds of programs and services should trainees be competent to offer to meet the transition needs of high school students with disabilities? In this section, we present the specific services in the provision of which trainees developed competency.

As stated previously, review of relevant transition literature, results of a study conducted at Santa Monica College (Burnett & Yerxa, 1980), and the extensive needs assessment performed during the initial year of this project played major roles in shaping the development of the program offered at the Occupational Therapy Independent Living Skills Transition (OT-ILST) Center. Two predominant themes emerged as essential elements for inclusion in the program. First, pupil adaptation across many situations in the community must be fostered through the acquisition of general coping skills. The development of coping skills is, therefore, the key issue addressed in the OT-ILST Center programming. Because coping is a process-oriented rather than a task-oriented development, we believe it is best facilitated through our method of instruction which will be discussed later.

The second theme that emerged centered on prominent areas of skill deficit: social communication, vocational, leisure, and daily living domains were identified as priority areas and constituted the components of the curriculum content.

Direct Services

A description of the direct services that were provided in conjunction with the training program included: assessment, method of instruction, and model of content.

Assessment

Prior to and following his or her involvement in the program, each pupil was given a battery of tests in-

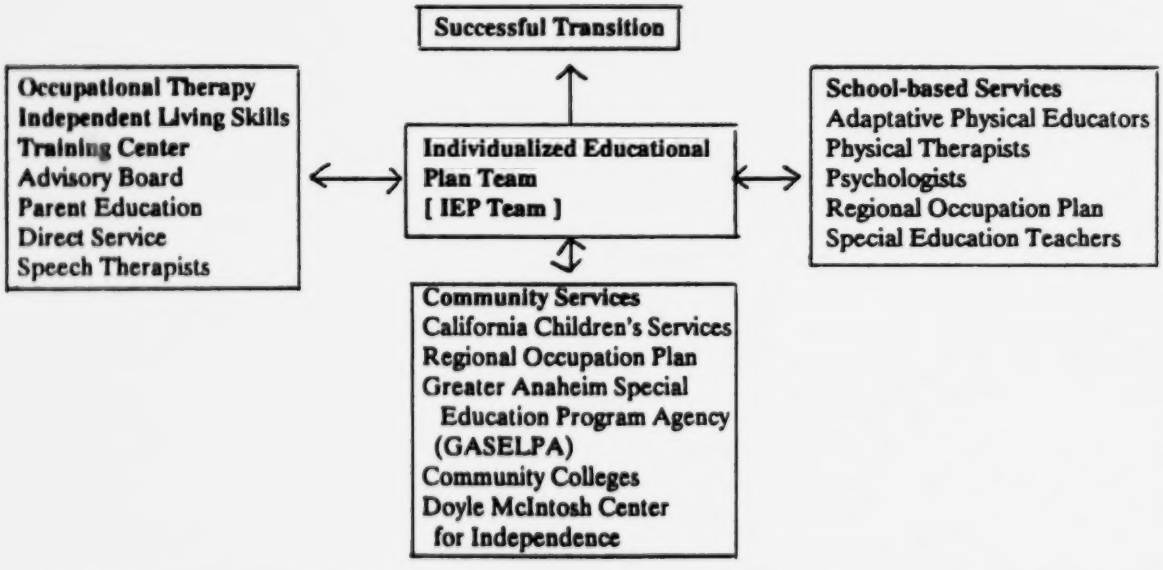

Figure 6. Model Illustatrating three Components Contributing to Successed Transition via the IEP

cluding the *Cantril Ladder* (Cantril, 1965), *Satisfaction with Performance Scaled Questionnaire* (Yerxa et al., 1981), *Interest Checklist* (Matsutsuyu, 1969), *High School Personality Questionnaire* (Catell, Catell & Johnson, 1984), *Activity Configuration Log* (Allen, 1978), *Student Needs Assessment*, and *Piers-Harris Self- concept Scale* (Piers, 1985). In addition, input from parents and teachers regarding the independent living needs of each pupil was solicited through a needs assessment (Appendix A). Pupil testing was administered in a group, taking from 4 to 6 hours. However, to accommodate for disabilities, adaptations such as individual testing situations, reading to students and transcribing oral responses were often necessary. Following testing, results on each student were interpreted and a decision made on whether or not the pupil should be recommended for participation in the occupational therapy independent living skills training program. When a student was considered to be an appropriate candidate and gave consent to participate in the project, trainees or other staff presented the goals and individualized program plan at that student's IEP meeting. A written report was then provided and circulated (see Appendix B) to assure coordination with parents and teachers.

Students were then scheduled on an individual basis or in a group two or three times per week, depending on the identified goals. At the end of each year, tests were readministered to determine the student's status and degree of progress toward attainment of identified goals as well as overall program efficacy. Also, student, parent, and teacher satisfaction questionnaires were developed that could be used to get a sense of how the recipients of the program were responding to it (Appendix G). At this point, a decision was made as to whether to recommend consultation or direct service for that student in the next year.

Method of Instruction

The ability to make decisions in new situations, problem solve difficulties in one's personal relationships, self-evaluate one's own job performance, manage crises in day-to-day activities, and be self-reliant in identifying needs and setting priorities is a major determinant of the outcome of efforts to live independently as an adult. Success in these situations reflects one's ability to adapt to dynamic environments whether it be at home, work, or in a social setting. At the OT-ILST Center, high priority was placed on fostering self-directed behaviors in students, accomplished through teaching methods which demanded active participation and assumption of responsibilities on the part of the student with disabilities. Upon entering the program, pupils were encouraged to express preferences and make choices as they set their own goals through a written contract established between the occupational therapy trainees and the pupil. Each pupil's ability to negotiate and compromise was often challenged in group activities in which a shared or common goal had to be identified. (See Appendix D for samples of contracts.)

A unique feature of the curriculum design was its grounding in purposeful, self-directed activity. Through participation in simulated activities as well as gaining practical and realistic experience in the community, pupils were confronted with a broad array of challenges similar to those encountered in independent adult life. These activities demanded spontaneous decision making, problem solving, and risk taking, but because they occurred in relatively safe and often simulated environments, they were perceived by students as "practice." Accurate self-evaluation and feedback were provided following each experience through discussion of choices made and possible alternatives. Through this process, pupils experienced a balance of success and setbacks in reaching their own goals, one which fostered the development of self-confidence, resilience, and the fortitude needed to confront the challenges and overcome the obstacles one encounters in adult life.

Although the community served as the primary site for training, as already mentioned, a bungalow at the school site provided a homelike atmosphere in which to practice daily home skills or perform simulated tasks. It is our belief that the aesthetic appeal of and design of the environment in which the pupils engage in activities has a powerful effect on self-esteem; thus great care was taken to create a truly appealing, aesthetically rich, and soothing environment. Pupils quickly identified the OT-ILST Center as "their place," again connoting pride, a sense of ownership, and self-direction.

Model of Content

The curriculum that was taught at the Occupational Therapy Independent Living Skills Transition Center has both content and process domains (Figure 7). Content domains include: Daily Living, Leisure, Social Communication, and Prevocation. Pennington's Model of Transition Skill Acquisition (1984) guided the process by which transition skills were acquired and integrated into student life styles. In this model, four critical interrelated "process" areas are described through which pupils must successfully progress to master transition skills: knowledge of self, knowledge of options, development of skills, and the development of a plan. The learning process will be

elaborated through discussion of each of these dimension of the model.

Knowledge of Self

In order to make appropriate choices in one's life, a knowledge of one's characteristics personality, strengths, limitations, interests, and values is needed. In this phase, activities which provide students an opportunity to realize their own values, interests, skills, and other characteristics, as well as those of their classmates are emphasized.

Knowledge of Options

All too often, adolescents with disabilities are not provided with opportunities to explore their environment. Yet, in order to make informed choices about their future, students must understand the alternatives. Thus, in this phase, students were exposed to a myriad of possibilities in the areas of work, residence, and leisure.

Development of Skill

As pupils realize available options and individualized strengths and interests, the development of skills to meet their goals becomes critical. Thus, pupils were placed in specific independent living skill classes to develop competencies in the myriad of areas that support autonomous self-directed and successful *community living.*

Development of the Plan

An essential element of community adaptation is the generation of plans of action that are eventually enacted successfully. If one has a goal, it cannot be realized without planning and consequent action. Pupils were therefore encouraged to develop action plans to meet their goals and supported and assisted in the enactment of these plans. Contingency planning was emphasized as students were guided in developing alternate plans (Plan A, Plan B, and Plan C), all of which might be directed toward the same goal. One of the goals of the OT-ILST program was to assist the pupil in finding the courage to cope and continue to strive for independence even if Plan A fails. The availability of Plans B and C provided an incentive.

If occupational therapy trainees are to foster their ability to use this model of occupational therapy independent living skills service provision, they must grasp

Process Dimension	Content Dimension			
	Daily Living	Leisure	Social Communication	Prevocational
Knowledge of self				
Knowledge of options				
Development of skill				
Development of a plan				

Figure 7 Matrix of Content and Process Dimensions of the Curriculum

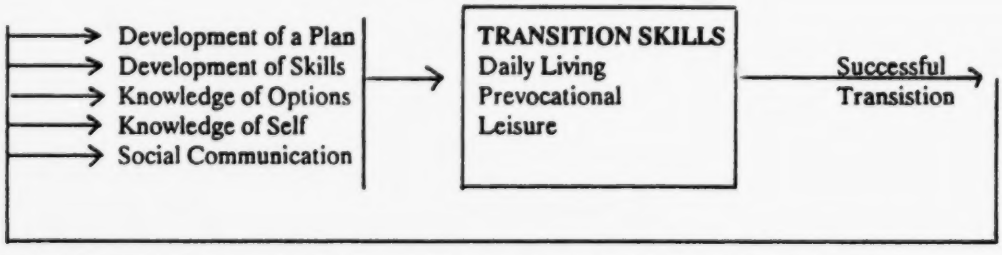

Figure 8. The model of occupational therapy independent living skills service provision.

the dynamic nature of the services provided. As the arrows in Figure 8 suggest, the process is ongoing. Feedback from one area may encourage development in another area. For example, as the student with a disability engages in role playing to develop interview skills (skill development), he or she might simultaneously gain valuable insight into his or her own communication style (knowledge of self). The process depicted in this figure is neither sequential nor bound by time. Pupils were able to progress through all four components in one session. For example, while learning a new leisure activity, a pupil may have gained insights into new interests and options, developed the skill to perform the activity, and planned to try the task again. On the other hand, an entire semester in some instances, was devoted to one area, Knowledge of Options, such as visiting various job sites to explore employment options. Occupational therapy trainees needed to move away from a strictly sequential concept of program delivery and into a more fluid mode in which several goals could be attained simultaneously.

To illustrate the manner in which the learning process described by Pennington was applied to the development of transition skills, each of the priority curriculum areas that was focused upon in service delivery will be described: Social Communication, Daily Living, Prevocational, and Leisure. Examples of goals in each domain and specific lesson plans are provided in Appendixes C and D.

Social Communication

The major focus of the social communication group was to provide the pupils with the opportunity to learn how to interact more effectively with peers, teachers, and employers, to deal effectively with frustration, to develop problem solving abilities, and to improve leadership skills. To foster social skills, pupils had to first realize their own style of communication as well as those used by other members of groups (Knowledge of Self). Exposure to a range of different social behaviors increased students' awareness of the possible reactions they can have in difficult situations. The reciprocal effect of one's communication style upon another individual was analyzed and reviewed to suggest the choice and control a student may possess in responding to a situation (Knowledge of Options). Engagement in role playing of situations which pupils had identified as important but stressful allowed them to take risks in trying out new styles of interaction in a non-threatening environment (Development of Skills). Application of these new skills to realistic situations was the final outcome. For example, asking someone to the prom.

Social appropriateness was often identified as a major limiting factor in successful work and community integration. Thus, the goals associated with this domain provided an important foundation for all groups.

Daily Living

The daily living skills group was designed to enable students to competently perform skills necessary to function successfully in home and community environments. These skills included but were not limited to: proper grooming, money management, using laundry facilities, or managing an apartment.

Initially, students identified those daily living skills in which they were already proficient and those in which they needed help. Groups were then carefully designed to allow students to identify alternative models of performing daily living skills, develop skills, and gain confidence in their ability to proceed toward their eventual goal of independence. Peer instruction provided a valuable technique utilized to promote self-esteem in addition to skill development. Students who were proficient in one skill area assisted other students who had been lacking in that area. Individual homes and the community constituted the final practice ground.

Leisure

Data gathered from the assessment battery, as well as from parent and teacher input, indicated that the students who we would be serving had particular difficulty in planning the use of their unstructured time, specifically after school and on weekends. An after-school avocational exploration group was, therefore, conducted weekly to facilitate the ability of the pupils to generate constructive leisure plans and enact those plans.

Initially, individual interests were tapped through discussion of the results on the *Interest Checklist* (Knowledge of Self). Pupils were then encouraged to explore their options by listening to others, scouting the neighborhood for "fun" activities, and searching the local newspapers (Knowledge of Options). Groups of students generated lists of activities in which they wished to participate for each semester (Development of Plan). Each member of the group was then given the opportunity to organize one of the new leisure adventures in the community. New skills were acquired as each student participated in novel activities (Development of Skill). Finally, students were assisted in developing and implementing their own leisure plans for weekends and after school. Individualized plans were shared with group members in sessions in which accurate feedback was provided

in order to assess whether the plan was, indeed, realistic.

Prevocational Skills

The prevocational skills group was designed to facilitate occupational choice, a critical developmental task faced by adolescents (Ginsberg, 1971). Essential work habits and skill training relative to vocational success were addressed. Prior to selecting an occupation, pupils invested time in exploring their own interests, work values, and skills to create a goodness-of-fit between the individual's skills and interests and the requirements of the vocation he or she chooses to pursue. Experiencing a sense of challenge and enjoyment in one's work is paramount to job satisfaction. Students began exploring their own interests and options through a number of methods: attending career films, visiting job sites, or listening to guest speakers with disabilities who were employed. Responding to job advertisements, participating in mock interviews, and developing resumes enabled students to acquire skills for job searches. Students also enjoyed the opportunity to participate in Regional Occupation Plans (ROP). Development of plans for employment, volunteer work, or continuing education occurred in collaborating with teachers, parents, and professionals from the community.

Parent Groups

One of the most significant elements of the services provided in connection with this pupil personnel training grant was the inclusion of parents in transition programming. As a child progresses from primary to secondary education and on to adult life, the parent will serve as the most consistent and invested advocate. Studies have shown that family-friend networking has contributed to a high success rate in obtaining employment (Bellamy, 1985). Thus parents can play a major role in supporting the independent functioning of their children.

Bridging the high school program with the community based services that will exist for their child after granduating is both a primary and difficult task for parents. Occupational therapy trainees needed to develop competency in helping parents to competently execute this responsibility. Throughout the educational process, parents are faced with a myriad of concerns and decisions concerning the future of their child. Compounding this confusion is the fact that parents' own values and expectations for their child can be stifled by a lack of knowledge of the potential options available in the community (Halpern, 1985). Therefore an accurate and detailed understanding of the high school program in which the student participates and the extensive adult community services which are available is essential to assist with parent decision making. Consequently, in understanding available options, parents' own expectations can be enhanced, thus positively impacting their child's future.

The parent group that was organized as part of the OT-ILST program was established as one avenue through which parents could acquire the information needed to make informed decisions for their adolescents, to grasp the intricacies of community service provision, as well as to gain realistic perspectives on their child's future capacity for independence. The development of a parent advisory board as well as parent responses on the initial needs assessment were instrumental in targeting specific topics which were important to attaining the above goals. Providing education on topics pertaining to transition, addressing the social needs of adolescents, and networking with community agencies were three themes identified as priorities for coverage. Two methods were utilized to address these themes: Bimonthly meetings addressed educational topics and provided an opportunity for parents to network and socialize with other parents (Appendix E), and newsletters alerted parents to community and school events important for transition were published (Appendix F).

Interagency Networking

Interagency networking, a comprehensive and collaborative approach to assuring that students continue to receive the services which they need following graduation is a new direction at the federal and state levels. The bridge connecting schools with community agencies must be built at the local levels. Establishing a community networking agency was the third focus of the OT-ILST Center. A survey of the community agencies which participate in fostering the transition of the students in the project constituted the initial step toward networking. Services provided, mechanisms for referrals, family services, as well as the agencies' perception of their role in transition were documented and provided the groundwork for establishing the network. Personal contacts with representatives from each agency were established. Final plans are to organize monthly interagency networking meetings.

Conclusion

This manual has provided a model program with guidelines on how occupational therapy students can be prepared to provide school- based transition services to high school students with severe disabilities. Content included the rationale for such programming, the specific didactic and practica educational experiences that constituted the occupational therapy pupil personnel training program, and the competencies that were mastered by the trainees. One of the unique features of the Model Pupil Personnel Training Program is that its development also entailed the establishment of a service model for provision of high school transition services to youth with disabilities by occupational therapists. Guidelines on the essential features of this service model were woven into the fabric of the manual. We would hope that this manual will serve to encourage university curricular to prepare occupational therapists for the critical role they can play in high school transition planning and assist school administrators in grasping the services that occupational therapists, so trained, are uniquely qualified to provide to their high school students with disabilities.

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APPENDIX A: NEEDS ASSESSMENTS

STUDENTS' NEEDS ASSESSMENTS

Name _____ Age _____ Sex _____ Grade ____

Single _____ Married _____ Divorced _____ Separated _____

Ethnicity:

Asian _____

Black _____

Hispanic _____

White _____

Other _____

Who lives with you?

Mother _____ Father _____ Stepparent _____

Sister _____ How many? _____

Brother _____ How many? _____

Other (please specify) _____

Where do you live?

Apartment _____

House _____

Institution _____

Co-op Home _____

Are you a registered voter? _____

What is your disability? _____

Are you in a self-contained classroom? _____

Are you in a mainstreamed classroom? _____

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Are you in a mainstreamed classroom? _____
Considering all aspects of your life, how happy are you? (Circle one)

Very unhappy Unhappy So-so Happy Very Happy

In general, how satisfied are you with the way you spend your life these days? (Circle one)

Very unsatisfied Unsatisfied So-so Satisfied Very Satisfied

On a scale of 1 to 10, how independent do you think you are?

Very Dependent Very Independent
1 2 3 4 5 6 7 8 9 10

List some of your future goals. They may relate to school, play, work, friends, family and anything else you may think of.

_____

_____

_____

Do you currently employ an attendant? _____
If so, what type? Live-in _____ Part-time _____ Driver _____
Full-time _____ Reader _____ Other _____

Do you need help doing your homework? _____
If so, what kind of help? _____
Who helps you? Attendant _____ Family member _____ Teacher _____
Other _____

Would you like to talk to an older adult like yourself who lives independently and has a job? _____

Would you like to talk to another adult like yourself about your feelings regarding being disabled? _____

Have you ever heard of the Department of Rehabilitation? _____
Are you a client? _____
What do you think the Department of Rehabilitation is? What is it supposed to do? _____

Do you receive services from any of the following?
DR _____ SSI _____
OT _____ PT _____
etc.

Listed below are a number of activities which people do. Please place an "X" in the appropriate column to answer the questions below.

	I need a lot of help from others to do this activity	I need some help	I can do it alone	This question does not apply to me
Grooming myself				
Dressing myself				
Using the bathroom				
Feeding myself				
Using telephone				
Bathing myself				
Managing money (do arithmetic, budgeting, etc.)				
Conserving physical energy				
Solve problems/ make decisions				
Prepare a meal				
Shop for groceries				
Drive car/take a driver's test				
Use public transportation				
Go on a job interview				
Fill out forms				
Find a job				
Clean my room				
Wash clothes				
Schedule time				

Would you like to be able to do any of the following activities better?

Grooming myself	Dressing myself
Using the bathroom	Feeding myself
Using telephone	Bathing myself
Managing money (do arithmetic, budgeting, etc.	
Conserving physical energy	Solve problems/make decisions
Prepare a meal	Shop for groceries
Drive car/take a driver's test	Use public transportation
Go on a job interview	Fill out forms
Find a job	Clean my room
Wash clothes	Schedule time
Make friends	Be in public comfortably
Eat in a restaurant	Meet new people
Date	Take a trip
Enjoy your spare time	Talk to your teachers

Which of the following would you like to know more about?

Doing volunteer work	Getting counseling services
Getting a job	Going to college
Legal affairs	Your disabilities
How to apply for SSI	How to budget
Adaptive equipment	
How to communicate with family and friends	
Sex and disability	

Do you have any of these problems?

My parents don't understand me

My teachers don't understand me

I don't have enough friends

My parents over-protect me

I can't get around in my house or neighborhood because of my disability

There aren't enough leisure activities I can do

Do you feel comfortable asking your teacher or classmates for help?

Do you like the courses you are taking?

Do you think the courses you are taking are important?

On break, which do you do?

Talk to friends _____ Be alone _____ Read _____

Are you satisfied with your school performance?

Are you a good student?

PARENTS' NEEDS ASSESSMENT

Dear Parent,

This needs assessment is designed to give us two types of information to help us design the occupational therapy program at Savanna High School. First, this form will allow you to tell us what you think your child's needs are to make him or her more independent. Second, this form will allow you to tell us the kinds of services you as a parent with a disabled child may need.

Your forthrightness in completing this form will be appreciated. Thank you for your cooperation.

Name _____ Age _____ Sex _____

Single _____ Married _____ Divorced _____ Separated _____

Ethnicity:

Asian _____

Black _____

Hispanic _____

White _____

Other _____

How many people live with you? _____

What are their relationships to you?

Where do you live? Apartment _____ House _____

Are you a registered voter?

Is your child registered to vote?

What is your child's disability? _____

How long has he/she been disabled? _____

Is your child in a self-contained or mainstreamed classroom? (Please circle)

Considering all aspects of your child's life, how happy do you think he/she is? (Circle one)

Very unhappy Unhappy So-so Happy Very Happy

In general, how satisfied do you think your child is with the way he/she spends his/her life these days? (Circle one)

Very unsatisfied Unsatisfied So-so Satisfied Very Satisfied

On a scale of 1 to 10, how independent do you think your child is?

Very Dependent 1 2 3 4 5 6 7 8 9 10 Very Independent

What do you think your child's future goals are?

_____

Do you currently employ an attendant for your child? _____
If so, what type? Live-in _____ Part-time _____ Driver _____
Full-time _____ Reader _____ Other _____

The following are some areas that have been identified as problems by people who use attendants. Are and of these problems for you? (Circle all that apply)

a. Knowing your child's needs and abilities to allow you to hire an appropriate attendant
b. Writing a job description
c. Knowing where to look for attendants
d. Selecting and hiring an attendant
e. Training an attendant
f. Time organization and planning
g. Ability to deal with financial arrangements with the attendant
h. Assertive communication of you and your child's needs and wants
i. Ability to deal with problems in the employer/attendant or child/attendant relationship
j. Finding back-up attendants
k. Firing an attendant
l. Other. Explain

Have you heard of the Department of Rehabilitation? _____
Is your child a client of the Department of Rehabilitation? _____
What is the Department of Rehabilitation supposed to do?

_____

Check the services which your child receives.

DR _____ SSI _____
OT _____ PT _____
etc.

Listed below are a number of activities that people with disabilities may need help to do. Please place an "X" in the appropriate column regarding your disabled child.

	Needs a lot of help	Needs some help	Can do it alone	Does not apply
Grooming self				
Dressing self				
Using bathroom				
Feeding self				
Using telephone				
Bathing self				
Managing money (do arithmetic, budgeting, etc.)				
Conserving physical energy				
Solve problems/make decisions				
Preparing a meal				
Shopping for groceries				
Driving a car/taking a driver's test				
Using public transportation				
Going on a job interview				
Filling out forms				
Finding a job				
Clean his/her room				
Washing clothes				
Scheduling time				
Making friends				
Being in public comfortably				

Eating in a restaurant

Dating

Meeting new people

Taking a trip

Enjoying spare time

Talking to teachers

Would you like for your child to receive more information/training regarding the following? Check those which apply.

Getting a job _____ Getting counseling _____

Doing volunteer work _____ Going to college _____

Legal affairs _____ His/her disability _____

How to apply for SSI _____ How to budget _____

Adaptive equipment _____ Sex and disability _____

How to communicate with family and friends _____

Do you think your child needs assistance in any of the following tasks?

_____ Communicating misunderstandings with parents

_____ Communicating misunderstandings with teachers

_____ Developing new friendships

_____ Discussing whether parents are over-protective

_____ Getting around in house or neighborhood because of disability

_____ Finding leisure activities he/she can engage in

_____ Asking teacher or classmates for assistance

Are you satisfied with the child's school performance?

Do you think your child is a good student?

Are there any needs your child has which we have not identified? If so, please identify them.

The next several questions refer to possible needs and feelings of parents of children with disability. Your honesty in answering these questions will help us design a program that will better meet your and your child's needs. This information is strictly confidential. You do not have to answer those questions you wish not to answer, but your thoroughness would be greatly appreciated.

How would you describe your emotional attitude toward your child's disability?

_____ Disbelief _____ Anger _____Acceptance
_____ Other (Please specify) _____

It is natural for parents to get angry at their children. Parents of children with disability sometimes feel guilty about being angry at their children.

Do you ever get angry at your child? _____ Yes _____ No
Do you feel guilty when angry? _____ Yes ____ No
How do you handle that anger?
_____ I don't
_____ I exercise
_____ I take it out on my child
_____ I express the anger to my child
_____ I take it out on another child
_____ Other (Please specify) _____

Do you participate in a support group of parents of disabled children?
_____ Yes _____ No

Would you be interested in such a group? _____ Yes _____ No

Does having a disabled child create any of these problems for you?
_____ No time to myself
_____ No time for leisure activity
_____ No time to be alone with spouse
_____ Not enough time for other children
_____ Not enough rest
_____ Can't work

Are you utilizing any of the following services?
_____ Social Security (SSI or SSDI)
_____ Department of Public Social Services (General Relief, AFDT, Food Stamps, Medi-Cal)
_____ Department of Rehabilitation
_____ Other (Please specify) _____

Have you tried to obtain services from the following agencies?
_____ Social Security
_____ Department of Public Social Services
_____ Department of Rehabilitation _____ Other

Have you had problems with any of these agencies? If so, please specify agency and problems.

Who helps take care of your disabled child? (Please specify relationship, i.e., husband, child)

Do you feel that you are getting enough help? _____ Yes _____ No

Is the responsibility distributed equally? _____ Yes _____ No

How do you think other family members respond to your child's disability?

_____ Anger
_____ Acceptance
_____ Shame
_____ Embarrassment
_____ Other (Please specify) _____

Are there any needs you have pertaining to your disabled child that you would like help with? Specify _____

Are there any emotional issues you would like to deal with regarding your disabled child? Specify _____

TEACHER AND STAFF NEEDS ASSESSMENT

The needs assessment is designed to allow us to develop an occupational therapy Independent Living Program that will allow all of us at Savanna High School to better meet the needs of the disabled student population. It is our goal to complement, not duplicate, the services already being provided by you.

We would benefit greatly in our efforts if you would fill out the following form. We have listed several goals/tasks that can characterize an ILS Program Curriculum. Please place and "X" in the appropriate slot indicating your assessment of the need for provision of each activity. Your cooperation and input are greatly appreciated. Thank you.

	Is being provided adequately already	Is provided but needs more emphasis	Not provided but needs to be	Doesn't need to be	Isn't provided, needs to be but only should be provided by Spec. Ed.
Achieve academic success					
Academic skills					
Communication skills					
Making friends/ keeping friends					
Identify needs and resources					
Identifying options					
Solving problems/ making decisions					
Setting and achieving goals					
Developing judgment					
Managing personal crises					

	Is being provided adequately already	Is provided but needs more emphasis	Not provided but needs to be	Doesn't need to be	Isn't provided, needs to be but only should be provided by Spec. Ed.
Developing sensitivity to others and their problems					
Identifying/developing interests					
Understanding one's personality					
Skills identification and analysis					
Strengths and limitations identification					
Career exploration					
Values classification					
Understanding disability					
Developing positive self-esteem					
Developing positive self-confidence					
Understanding/utilizing community resources					
College exploration					
Self-care skills					
Home management skills					
Social/recreational skills					

	Is being provided adequately already	Is provided but needs more emphasis	Not provided but needs to be	Doesn't need to be	Isn't provided, needs to be but only should be provided by Spec. Ed.
Banking & budgeting skills					
Classroom skills					
Prevocational skills					
Job search skills					
Time management skills					
Food preparation skills					
Safety & emergency skills					
Utilizing community & school resources to attain goals					
Managing medical needs					
Sexuality & the disabled					
Attendant management					
Consumer rights & consumer affairs					

Are there any needs of the students which we did not identify and which you think we need to address? Please identify.

Grooming myself

Dressing myself

Using the bathroom

Feeding myself

Using telephone

Bathing myself

Managing money (do arithmetic, budgeting, etc.

Conserving physical energy

Solve problems/make decisions

Prepare a meal

Shop for groceries

Drive car/take a driver's test

Use public transportation

Go on a job interview

Fill out forms

Find a job

Clean my room

Wash clothes

Schedule time

Make friends

Be in public comfortably

Eat in a restaurant

Meet new people

Date

Take a trip

Enjoy your spare time

Talk to your teachers

Which of the following would you like to know more about?

Doing volunteer work

Getting counseling services

Getting a job

Going to college

Legal affairs

Your disabilities

How to apply for SSI

How to budget

Adaptive equipment

How to communicate with family and friends

Sex and disability

Do you have any of these problems?

My parents don't understand me

My teachers don't understand me

I don't have enough friends

My parents over-protect me

I can't get around in my house or neighborhood because of my disability

There aren't enough leisure activities I can do

Do you feel comfortable asking your teacher or classmates for help?

Do you like the courses you are taking?

Do you think the courses you are taking are important?

On break, which do you do?

Talk to friends _____ Be alone _____ Read _____

Are you satisfied with your school performance?

Are you a good student?

APPENDIX B: SAMPLE REPORTS

ANAHEIM UNION HIGH SCHOOL DISTRICT

801 Crescent Way
Anaheim, California 92803

CONFIDENTIAL

OCCUPATIONAL THERAPY INDEPENDENT LIVING SKILLS PROGRAM

EVALUATION SUMMARY

Name: Yyy Yyyy
Birthdate: __/__/__
School: Savanna High School

Date: 5-12-86
Age: 15
Placement: SDC/CH

I. TESTS ADMINISTERED

Yyy Yyyy was assessed on the following instruments by the Occupational Therapy Independent Living Skills Program staff of Savanna High School in the Spring 1985.

1. The *Satisfaction with Performance Scaled Questionnaire (SPSQ)*
2. The *Canril Ladder*
3. The *High School Personality Questionnaire (HSPQ)*
4. *Piers-Harris Self-Concept Scale*
5. *Rotter Scale*
6. The *Activity Configuration Log*
7. The *Interest Checklist*

In addition, his needs in independent living as perceived by himself as well as by his parents were assessed through responses to a Needs Assessment Questionnaire. The *SPSQ* (instrument #1), and the *Canril Ladder* (#2), are considered to evaluate the student's satisfaction with his current independent living status and his performance of tasks needed for successful independent living. The *HSPQ* (#3), the *Piers-Harris Self-Concept Scale* (#4), and the *Rotter Scale* (#5) are presumed to measure various traits that combine to form an overall personality and the first two reflect in part the extent to which the student perceives that he is accepted and respected by his peers. The results of these latter three assessments are important because they provide information about how well students adapt to and cope with their environment. Adaptation and coping skills are significant factors to successful transition into independent living. Finally, the *Activity Configuration Log* (#6) and the *Interest Checklist* (#7) provided information about how Yyy spends his time and indicated those activities in which he has an interest. Information gathered from these assessments enabled the identification of Yyy's goals and hopes for the future, his interests, and current pattern of daily activity.

II. RESULTS

Results of the standardized assessments are reported in the following section. Scores falling within the ranges shown are suggestive of an "average performance."

Average Performance

HSPQ	4-7
Piers-Harris	31%
Rotter	11-13

On the *HSPQ*, scores that fall either below 4 or above 7 are not considered to be average. There are also 14 different personality factors that are scored on a range from 1 to 10, with the average scores for each factor falling between 4 and 7.

The *Piers-Harris* examines 6 factors related to self-concept: behavior, intelligence and school status, physical appearance, anxiety, popularity, and happiness and satisfaction. The average score for each of these factors as well as for the overall score is 51%.

The *Rotter Scale* measures locus of control. Scores below 11 indicate a tendency toward a more internal locus of control and scores of more than 13 indicate a tendency toward a more external locus of control.

Each of the other four tests as well as the Needs Assessment are not standardized instruments and must be interpreted on an individual basis.

Yyy's scores on the *HSPQ* fell within the average range for Factor A, Factor B, Factor D, Factor F, Factor G, Factor H, Factor J, Factor O, and Factor Q. Yyy's score was 9 on Factor C (Emotionally Stable, Mature, Faces Reality), and Factor E (Dominant, Assertive, and Stubborn). Yyy scored 8 on Factor Q3 (Self-disciplined, Controlled, Self-respecting). Yyy scored 3 on Factor I (Tough Minded, Self-reliant, Rough), and Factor Q4 (Relaxed, Tranquil, Low Drive). On the *Piers-Harris*, his overall self-concept score was 96%. He did not score significantly below the average on any scale. His score of 9 on the *Rotter Scale* indicates his tendency toward a more internal locus of control.

III. INTERPRETATION

A. Independent Living Skills Needs

Yyy's parents feel that he has certain independent living skills needs. In particular, they feel he has select prevocational and social communication needs. Neither Yyy nor his parents feel that he has any daily living skills needs. Yyy does not feel that he has any independent living skill needs, although both his parents feel that he is only moderately happy and only moderately satisfied with his level of independence. Yyy's score of 6 out of 9 on the Castril Ladder supports this notion.

B. Personality and Interests

The measures that assessed personality and self-concept suggested that Yyy has a relatively high self-esteem, and views himself to be above average intellectually and in popularity. The scores also suggest that he is relatively mature, assertive, self-reliant, self-disciplined, and relaxed. Yyy has been observed to demonstrate these characteristics in one-to-one contact, but has also been observed to behave disruptively when with disruptive peers. Yyy indicated a variety of strong and casual interests on the Interest Check list, but his time log suggests that he plays only a spectator role in many of these activities.

C. Future Goals and Needs

Results of the assessment suggest that Yyy has several independent living skill needs. His hopes for the future include being rich and famous with a big house and lots of cars and girl friends. Yet he still appears to need assistance in the areas of prevocational and social communication skills. Yyy's use of time appears to be quite sedentary and of a spectator nature although he indicates a range of interests. Yyy's goals for the future appear undeveloped and rather fantasy-oriented. Therefore the independent living skills program should emphasize participation in an array of activities including home management, social communication, prevocational, and leisure activities to assist in the transition from high school to satisfying independent living.

IV. RATIONALE

Yyy's needs in prevocational skills and social communication skills interfere with his ability to perform at his maximum level of independence in the classroom and therefore require occupational therapy interveation for remediation.

V. ACTION PLAN

A. Home Management

1. Yyy will demonstrate ability to write checks and balance checkbook.
2. Yyy will plan a minimum of one balanced meal for four people.
3. Yyy will compose five questions appropriate to task a prospective landlord when looking for apartments.

B. Prevocational Skills

1. Yyy will explore and participate in five new leisure interests.
2. Yyy will demonstrate the ability to work independently for 1 hour despite outside distractions.
3. Yyy will identify five possible occupations and the skills needed for successful participation in these occupations.
4. Yyy will identify five strengths and five weaknesses with assistance.
5. Yyy will explore training requirements for one possible occupation with assistance.

C. Social Communication Skills

1. Yyy will define and demonstrate examples of aggressive, assertive, and nonassertive behavior in role playing situations.
2. Yyy will identify and utilize appropriate behaviors in small group activities.
3. Yyy will verbalize feelings of anger and frustration verbally as they occur, to both parents and staff.
4. Yyy will demonstrate the ability to direct a group during group activities.
5. Yyy will cooperate with at least two peers in planning and giving a party.

VI. PROGRESS

Yyy has participated in the Independent Living Skills Program since September 30, 1986, attending a group once a week to address the above goals. Since that time, Yyy has displayed disruptive behaviors and is resistant to participate in certain tasks, especially those requiring reading and writing skills. He does not seek assistance with difficult tasks but prefers to appear disinterested in the activity. He does, however, respond to limits and, when goaded, will participate.

Yyy has demonstrated the ability to write checks for a variety of daily expenses such as utility bills. He has successfully balanced his mock check book with assistance. Yyy took a leadership role in a cooking activity in which he was active in planning the meal, composing a shopping list, cooking the meal, and cleaning up the table and dishes. In an exercise of assertive behavior, Yyy demonstrated that he knew the difference between passive, assertive, and aggressive behavior.

Yyy's view of the future continues to be somewhat unrealistic so future groups will emphasize realistic goal setting in terms of the prevocational skills mentioned in Part V, Section B.

_____

Jacqueline M. Fein, OTR

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 Crescent Way
Anaheim, California 92803

CONFIDENTIAL

OCCUPATIONAL THERAPY INDEPENDENT LIVING SKILLS PROGRAM

EVALUATION SUMMARY

Name: Aaa Aaaaa — Date: 1-28-86
Birthdate: __/__/__ — Age: 16
School: Savanna High School — Placement: SDC/CH

I. TESTS ADMINISTERED

Aaa Aaaaa was assessed with the following instruments by the Occupational Therapy Independent Living Skills Program staff of Savanna High School in the Spring 1985.

1. The *Satisfaction with Performance Scaled Questionnaire* (*SPSQ*)
2. The *Cantril Ladder*
3. The *High School Personality Questionnaire* (*HSPQ*)
4. The *Piers-Harris Self-Concept Scale*
5. The *Rotter Questionnaire*
6. The *Activity Configuration Log*
7. The *Interest Checklist*

In addition, his needs in independent living as perceived by himself as well as by his parents were assessed through responses to a Needs Assessment Questionnaire. The *SPSQ* (instrument #1), and the *Cantril Ladder* (#2), are considered to evaluate the student's satisfaction with his current independent living status and his performance of tasks needed for successful independent living. The *HSPQ* (#3), the *Piers-Harris Self-Concept Scale* (#4), and the *Rotter Questionnaire* (#5) are presumed to measure various traits that combine to form an overall personality, the first two reflecting in part the extent to which the student perceives that he is accepted and respected by his peers. The results of these latter three assessments are important because they provide information about how well students adapt to and cope with their environment. Adaptation and coping skills are significant factors to successful transition into independent living. Finally, the *Activity Configuration Log* (#6) and the *Interest Checklist* (#7) provided information about how Aaa spends his time and indicated those activities in which he has an interest. Information gathered from these assessments enabled the identification of Aaa's goals and hopes for the future, his interests, and current pattern of daily activity.

II. RESULTS

Results of the standardized assessments are reported in the following section. Scores falling within the ranges shown are suggestive of an "average performance."

Average Performance

HSPQ	4-7
Piers-Harris	51%
Rotter	11-13

On the *HSPQ*, scores that fall either below 4 or above 7 are not considered to be average. There are also 14 different personality factors that are scored on a range from 1 to 10, with the average scores for each factor falling between 4 and 7.

The *Piers-Harris* examines 6 factors related to self-concept: behavior, intelligence and school status, physical appearance, anxiety, popularity, and happiness and satisfaction. The average score for each of these factors as well as for the overall score is 51%.

The *Rotter Scale* measures locus of control. Scores below 11 indicate a tendency toward a more internal locus of control and scores of more than 13 indicate a tendency toward a more external locus of control.

Each of the other four tests as well as the Needs Assessment are not standardized instruments and must be interpreted on an individual basis.

Aaa's scores on the *HSPQ* fell into the average range on all factors except Factors B (Concrete Thinking, Less Intelligent), 3; C (Emotionally Stable, Mature), 8; D (Undemonstrative, Inactive), 3; E (Dominant, Assertive), 8; J (Guarded, Internally Restrained), 9; O (Self-assured, Free of Guilt) and Q2 (Self-sufficient, Resourceful), 8; and Q4 (Relaxed, Tranquil, Low Active), 2. On the *Piers-Harris*, his overall self-concept score was above average, 71%. Aaa did fall significantly below average on Factor II (Intellectual and School Status), 25% and Factor III (Physical Appearance and Attributes), 25%. Aaa's score of 12 on the *Rotter Scale* indicates that he tends to have a balanced locus of control.

III. INTERPRETATION

A. Independent Living Skills Needs

Aaa reported that he is very satisfied with his independent living status, while his parents stated that they are only relatively satisfied with his performance in independent living tasks. Both Aaa and his parents feel that he needs help with daily living tasks (e.g., budgeting, cooking), social communication, and prevocational skills. Observations of Aaa indicate that he does not ask questions when he does not understand, but is attentive and willing to learn. On the *Cantril Ladder*, Aaa's score of 7 indicates that he is relatively dissatisfied with his independent living status.

B. Personality and Interests

The measures that assessed personality and self-concept suggested that Aaa views himself to be below average in Intellectual and School Status and relatively anxious. The scores also suggest that he tends to have an above- average self-esteem. Aaa has a wide range of interests although he participates in only a few of those activities regularly.

C. Future Goals and Needs

Results of the assessment suggest that Aaa has numerous independent living skill needs. His hopes for the future are to get a job and get married. Yet, he still appears to need assistance in the areas of daily living, prevocational, and social communication skills. Although he expresses strong interests in an variety of leisure activities, his participation in these activities is limited to a few. Therefore, the independent living skills program should emphasize participation in an array of activities including daily living, social communication, and leisure activities within the community and prevocational activities. Additionally, Aaa would benefit from goal orientation activities that can assist him in making the transition from high school to satisfying independent living.

IV. RATIONALE

Aaa's needs in daily living skills, prevocational skills, and social communication skills interfere with his ability to perform at his maximum level of independence in the classroom and therefore require occupational therapy intervention for remediation.

V. ACTION PLAN

A. Daily Living Skills

1. Aaa will plan one balanced meal without assistance.
2. Aaa will be able to prepare a dish from a recipe without assistance. @#1 = Aaa will plan a monthly budget based on minimum wage without assistance.
3. Aaa will participate in a community-sponsored activity for four weeks, once each week.
4. Aaa will take the bus from the school to this activity without assistance.

5. Aaa will lead the group during three cooking activities.

B. Prevocational Skills
1. Aaa will be able to identify four strengths and four weaknesses.
2. Aaa will be able to fill out a job application without assistance.
3. Aaa will identify four jobs of interest to him.
4. Aaa will identify four skills required for each of these jobs.
5. Aaa will realistically evaluate the potential of each job category he has chosen.
6. Aaa will interview one person currently working in each job category identified above that he feels is a realistic option.

C. Social Communication Skills
1. Aaa will ask for help/clarification as needed.
2. Aaa will initiate one appropriate conversation with his peers per group.
3. Aaa will evaluate his appearance and dress once per week for its effectiveness.

VI. RECOMMENDATIONS

In order to achieve these goals, Aaa will participate in the Occupational Therapy Independent Living Skills Program at Savanna High School. It is recommended that Aaa participate _____ from _____ to _____. This plan will be reviewed at the next Individualized Education Plan meeting.

_____
Vickie Pennington, M.A.,
OTR Occupational Therapy Program Coordinator

_____ _____ _____ _____
Student Date Parent or Guardian Date

_____ _____ _____
Special Education Teacher Date Other
Date

APPENDIX C: POTENTIAL IEP GOALS

PREVOCATIONAL SKILLS

Knowledge of Self

1. Complete a minimum of three personality inventories
2. Complete a minimum of three skills inventories
3. Complete a minimum of one career/interest inventory
4. Discussion in a small group a minimum of three strengths and three areas of improvement.
5. Complete the "Strengths and Limitations List"
6. Complete a minimum of one values inventory
7. Discuss in a small group how values influence career choice
8. Write one paragraph each describing personality, skills, values, and interests
9. Participate in a videotape session discussing skills, personality, values, and interests
10. Participate in a feedback session with peers about the videotape sessions
11. Identify ten good work habits in a small group discussion
12. Identify a minimum of five reasons why good work habits are important
13. Describe personal work habits that are strengths and those that need improving
14. List, without cueing, five work skill strengths and five work skills that need to be improved
15. List and discuss five reasons for setting prevocational goals

Knowledge of Options

1. Research a minimum of three careers of interest
2. Complete a Career Information Sheet on each of the three careers (training, education, and skills needed for each job)
3. Interview a minimum of one employer over the phone for career information
4. Visit a minimum of one employer at the work site and interview for career information
5. Discuss information obtained in interview with employer
6. Compile a list of job support agencies in community
7. Visit a minimum of one job support agency in the community
8. Discuss visit to job support agency in small group
9. Compile a list of job training agencies in the community
10. Visit a minimum of one job training agency in small group
11. Discuss visit to job training agency in small group

Development of Skills

1. Complete a "Job Fact Sheet"
2. List a minimum of ten Want Ad words to know
3. Find two jobs of interest in the Want Ads
4. Obtain written references from three different people
5. List a minimum of ten job application words to know
6. Complete a minimum of two job applications without assistance
7. Write a resume with assistance
8. Write a cover letter to an employer with assistance

9. List five appropriate and five inappropriate behaviors in a videotaped mock job interview
10. Demonstrate the five appropriate behaviors in a videotaped mock job interview
11. Participate in a group feedback session about mock job interviews with peers
12. Identify methods for improving work habits
13. Participate in a minimum of two group work skills activities and discuss the skills needed for each activity
14. Exhibit a minimum of three appropriate work habits and behaviors throughout each work skills activity
15. Participate in a minimum of two individual work skills activities and discuss the skills needed for each activity
16. Identify methods for improving work skills (listed in #4 Self)
17. List and discuss in a small group five reasons to get along with co- workers and supervisors
18. Participate in a minimum of three videotaped role playing situations where co-worker and supervisor relations are a problem
19. Demonstrate the ability to follow through on job leads from a minimum of two of the following sources: newspapers, journals or magazines, job placement agencies, telephone directory
20. Write thank-you notes to all employers who visit the class, after site visits, after phone conversations, and after volunteer placements where applicable.
21. Participate in a minimum of one volunteer placement
22. Teach one work skills activity of choice to small group of peers
23. Participate in feedback session with peers about teaching activity
24. Practice taking a minimum of one general employment test
25. Exhibit a minimum of three appropriate work habits and behaviors throughout each work skills activity
26. Take the bus to and from a job-related outing independently
27. Demonstrate the ability to solve problems that might arise on the job
28. Demonstrate the ability to follow through with plans to achieve prevocational goals

Action Plan

1. List work-related goals
2. Compare work goals to previously listed work goals
3. Discuss whether work goals are appropriate and/or realistic
4. Design a realistic occupational plan
5. Develop Action Plan A for achieving those goals
6. Develop Action Plan B in case Action Plan A doesn't work
7. List persons/agencies in the community who can assist in the implementing of the Action Plans upon graduation
8. Find a job of interest available in the community
9. Apply for that job
10. Interview for that job
11. Utilize knowledge of job training agencies to improve work skills if necessary prior to achieving work goals

SOCIAL COMMUNICATION SKILLS

Knowledge of Self

1. Participate in videotaped role playing situation regarding current stressful situation
2. Participate in a discussion receiving feedback about the videotaped sessions

3. Teach a small group of peers an activity of choice
4. Participate in a feedback session about performance as a group leader
5. Participate in a feedback session about behavior as a group member
6. Identify social communication skills, strengths, and limitations
7. Participate in a small group discussion about different types of disabilities
8. List and discuss a minimum of five reasons why you should respect other human beings
9. Discuss why social communication skills are important
10. Express a minimum of one positive statement about self during each session
11. Express a minimum of one positive statement about group members during each session
12. Discuss in small group of peers how other people see you
13. Discuss in small group of peers importance of listening skills
14. List and discuss five reasons for setting social communication skills goals
15. Through the use of activities, identify and explore values in the areas of dating, friendship, and life satisfaction
16. Identify three choices made in the last week and discuss the values underlying these decisions
17. Identify one setback in the last 3 months, list three lessons you have learned from that experience

Knowledge of Options

1. Identify and discuss five assertive, aggressive, and passive behaviors in small group situations
2. Identify the appropriate behavior for a minimum of five different social situations
3. Participate in small group discussion about different types of disabilities
4. Discuss in a small group how persons can compensate socially for lack of skills in some other areas
5. Identify appropriate behaviors for answering and asking questions on the telephone
6. Participate in a minimum of two phone calls to social/leisure agencies for information about services available
7. Identify a minimum of five support agencies in the community
8. Identify one of the agencies that could be providing you a service currently
9. Discuss in a small group the effects of "body language" in social situations
10. Discuss in small group of peers the importance of listening skills
11. List and discuss five reasons for setting social communication skills goals
12. Given hypothetical situations at home, school, and dating, role play different responses one could give.
13. Participate in feedback regarding the effect of those responses on other individuals.

Development of Skills

1. Participate in a videotaped roleplaying situation demonstrating examples of assertive, aggressive, and passive behaviors.
2. Teach a small group of peers and activity of choice
3. Participate in a minimum of two activity groups led by peers
4. Participate in a feedback session about behavior as a group member
5. Participate in a minimum of two role playing situations on the telephone
6. Participate in a minimum of two phone calls to social/leisure agencies for information about services available
7. Participate in one small group field trip for social or leisure activities
8. Obtain the services available from that agency
9. Demonstrate the ability to solve problems that might arise in social situations
10. Demonstrate the ability to follow through with plans to achieve stated goals in the area of social communication
11. Participate in role playing situations acting out different body language situations
12. Utilize good body language in all small group activities

13. Utilize good listening skills in all small group activities

Development of a Plan

1. List social communication skills goals
2. Identify methods and options for achieving social communication skills goals
3. Participate successfully in these two new social/leisure activities
4. Participate in one small group field trip for a social or leisure activity
5. Obtain the services available from that agency
6. Demonstrate the ability to follow through with plans to achieve stated social communication skills goals
7. Identify a realistic difficult social situation at work. Based on previous skills, develop two plans on how to respond
8. Carry out number 7 for situation at home in personal life

DAILY LIVING SKILLS

Knowledge of Self

1. Keep a daily grooming and hygiene chart
2. List personal care activities that are of interest to learn
3. List and discuss five reasons for setting daily living skills goals
4. Identify all home care activities that need to be performed in 1 week. Identify which activities are of interest to learn.
5. Identify personal care tasks that require assistance and discuss why they require assistance
6. Same as number 6 for home
7. Same as number 6 for school
8. List three preferences for independent living (i.e., location, type of residence)
9. Identify what type of clothing is your preference
10. List five personal financial demands associated with living independently
11. List five reasons to vote

Knowledge of Options

1. At a grocery store, select "best buys" when given similar items of different brands in amounts of less that $5, $10, or $25
2. Identify the difference between appropriate and inappropriate dress in five different social situations
3. List a minimum of ten good grooming and hygiene habits
4. Demonstrate knowledge of physical fitness, nutrition, and weight control; a. make a chart of weekly exercise plan, and b. make a chart of daily calorie intake)
5. Discuss in a small group of peers citizenship rights and responsibilities
6. List a minimum of five independent living support agencies in the community
7. Following visits to the community agencies, discuss the various services offered with a small group of peers. Determine if any could be useful.
8. Discuss a visit to the Social Security Office with a small group of peers.
9. Visit and meet with a counselor in the Social Security Administration Office
10. Discuss Social Security benefits which apply to you now and in the future
11. Discuss the visit to the Social Security office with a small group of peers
12. Demonstrate knowledge of traffic rules and safety practices

13. Scan weekly newspaper for living situations. Discuss various options in living
14. Discuss two alternatives to weekly shopping
15. Discuss alternative methods to baking
16. Identify three problems when performing daily activities and problem solving alternatives

Development of Skills

1. At a grocery store, identify money and make change for purchases of up to $25, $50, or $100
2. Conduct purchases of up to $25 utilizing coupons toward purchases
3. Purchase items up to $25 utilizing a mock checking account
4. Utilize a calculator to keep check book balanced
5. Open and utilize a checking account
6. Complete tax forms and calculate taxes or identify alternative methods
7. Demonstrate appropriate dress for a job interview in an area of interest
8. Exhibit proper grooming and hygiene for the work place
9. Demonstrate knowledge of common illness prevention and treatment
10. Demonstrate knowledge of the financial and psychological demands of marriage and family life
11. Purchase the food for one balanced meal for four people.
12. Supervise a small group in the cooking of one balanced meal for four people; a. copy recipes accurately onto card files, and b. demonstrate the ability to follow simple recipes
13. Cook one balanced meal independently
14. Demonstrate appropriate table manners
15. Demonstrate the ability to clean kitchen area and kitchen utensils
16. Demonstrate the ability to utilize adaptive kitchen equipment safely
17. Demonstrate the ability to store food properly
18. At a laundromat, demonstrate the ability to wash clothing made of different materials
19. Demonstrate the ability to iron clothes made from different types of materials
20. Perform simple mending tasks
21. Demonstrate the ability to operate all basic home appliances safely
22. Demonstrate the ability to follow through with basic safety procedures for minor home emergencies
23. Utilize public transportation in getting to and from the grocery store independently
24. Utilize public transportation for all daily living responsibilities independently
25. Pass the drivers license exam and drive a car; a. pass written test and get permit, and b. pass driving test
26. Operate an electric weelchair independently and safely
27. Complete a minimum of two apartment applications without assistance
28. Complete a typical budget for one person for 1 month without assistance.
29. Complete a typical budget for one person for 1 month making minimum wage.
30. Complete a budget for the "move in" costs for an average two-bedroom apartment in the area

Development of Plan

1. List grooming and hygiene goals
2. Plan a minimum of one balanced meal for four people
3. Cook one balanced meal independently
4. Demonstrate the ability to solve problems that arise in all daily living situations.
5. In conjunction with parents, develop at least two plans for living situations following graduation.

LEISURE SKILLS

Knowledge of Self

1. Complete a minimum of two interest inventories
2. List a minimum of five reasons why leisure activities are important
3. Choose two leisure activities of interest and write a paragraph on each entitled "I will enjoy participating in _____ because . . ."
4. List five leisure activities and identify whether they are performed alone or with others
5. List five leisure activities and identify whether they are sedentary or active
6. Discuss in a small group how leisure skills affect one's quality of life

Knowledge of Options

1. Visit a minimum of three leisure activity sites, e.g., ice skating
2. rink, bowling alley, etc.
3. Compile a list of leisure agencies in the community
4. Participate in a small group discussion about different leisure activities
5. Watch a film about a new sport or hobby, e.g., skiing, sailing, horseback riding, etc.
6. Research a minimum of three leisure activities
7. Interview a minimum of one individual over the phone regarding leisure skills
8. Visit a minimum of one agency providing leisure activities in the community, e.g., YMCA, parks and recreation
9. Go to a hobby store and choose a new activity to buy

Development of Skills

1. Teach a small group of peers a leisure activity of choice
2. Telephone one leisure setting to learn about what they offer
3. Participate in a minimum of two leisure activities in the community and discuss five skills needed for each activity
4. List the skills necessary for a leisure activity of choice
5. Complete one hobby activity chosen at a hobby store
6. Develop a phone list for the phone numbers of friends to contact regarding participation in leisure activities
7. Participate in one new activity of choice that can be performed independently
8. Participate in one new activity of choice that is free
9. Participate in one new activity of choice that requires others to perform

Development of Plan

1. Develop a plan for participating in two leisure activities
2. Develop a leisure plan for 1 month
3. Develop a leisure plan for Christmas and Easter vacations
4. Discuss whether leisure goals are realistic in terms of time, skills, and money
5. List persons who can participate in each leisure activity with you
6. Discuss as a group a leisure activity in which you may participate and develop a plan to participate in that activity

APPENDIX D: LESSON PLANS

Contributors

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Knowledge of Self

These activities assist the students with gaining a better understanding and acceptance of their assets and limitations and the assets and limitations of their peers.

Prevocational Skills Activity

Objective: Students will gain an awareness of important work skills and their strengths and limitations in this area

Materials: Lists of work performance skills, paper, pencils
Activity:

1. In a small group, discuss what prevocational skills are, how everyone has different skills, and the importance of being aware of one's strengths and limitations in this area
2. Discuss the following list of work performance skills
   a. Endurance: How long you work on an activity
   b. Dexterity: The ability to manipulate objects
   c. Accuracy: How correct your work is
   d. Speed and Pacing: How fast and smoothly your work flows
   e. Tool Use, Awareness, and Safety: Knowledge of potential hazards and necessary precautions
   f. Decision Making: Choosing between two or more alternatives
   g. Following and Remembering Oral and Written Directions: Understanding, carrying out and remembering what to do
   h. Learning New Skills and Routines: Ability to adapt to changes in your job
   i. Perseverance, Sustaining Effort: Sticking to a job until it has been completed
   j. Organization of Work: Setting up your task or work place to make it easy and efficient
   k. Attention to Detail and Quality: Seeing the little things, desiring to do a job well
   l. Concentration: Staying with the task, not being distracted
   m. Dividing Attention Among Several Aspects of the Job: Being able to deal with more than one thing at a time
   n. Problem Solving: Identifying, analyzing, and solving a problem
   o. Recognizing and Correcting Errors: Seeing and fixing mistakes
   p. Working Under Pressure: Dealing effectively with stress
   q. Initiation: Ability to get yourself started
   r. Initiating and Tolerating Changes: Recognizing the need for a change and accepting change
   s. Tolerating Repetition: Completing activities that are boring

3. Ask students to select, rank, and discuss their five strongest work performance skills. Ask students to select, rank and discuss their three biggest limitations in work performance skills
4. Discuss how limitations can be turned into strengths
5. Ask students to relate their self assessments to jobs that they are interested in pursuing
6. Discuss students' reactions to this activity

Social/Communication Skills Activity

Objective: Students will learn the difference between aggression, passivity, and assertion. Through self assessment, students will gain an awareness of how assertive they are

Materials: Assertiveness assessment, paper, pencils

Activity:

1. In a small group, discuss the difference between aggression, assertion, and passivity. Discuss reactions of others to each of these modes of interaction
2. Ask students to answer true or false to the following assertiveness assessment
   a. _____ It is hard for me to make decisions. (t)
   b. _____ I avoid possibly embarrassing situations.
   c. _____ I tell people how I feel.
   d. _____ I often "fly off the handle."
   e. _____ I do not apologize if I don't but I should.
   f. _____ It is hard for me to look someone straight in the eye when I'm talking to him or her.
   g. _____ I usually complain if I get poor service in a restaurant.
   h. _____ I often make decisions for others and tell them what to do.
   i. _____ I thank someone if he or she compliments me.
   j. _____ I introduce myself first to strangers.
   k. _____ I feel comfortable turning down a date.
   l. _____ I feel comfortable telling a joke.
   m. _____ If someone is bothering me, I tell him or her.
   n. _____ I can accept a rejection and move on.
   o. _____ I apologize a lot for my requests or beliefs.
   p. _____ It is hard for me to start a conversation with a stranger.
   q. _____ It is hard for me to compliment others.
   r. _____ I would rather apply for a job through a letter than a face-to-face interview.
   s. _____ I usually do what my coaches, parents, and friends tell me without questioning them.

   Key to the Assessment: An assertive person usually answers true to numbers 3, 5, 7, 9, 10, 11, 12, 13, 14 and false to the rest. (Adapted from quiz developed by Dr. Gail McClain, Women's Counseling Services of Knoxville, University of Tennessee.)
3. Discuss the students' reactions to the results of the assessment

Leisure Skills Activity

Objective: Students will define what leisure activities are and will identify the leisure activities they enjoy through completing a "self collage." Students will develop a greater awareness of the objects and activities that increase them.

Materials: Magazines, markers, construction paper, scissors, glue

Activity:

1. In a small group, discuss the following questions about leisure activities
   a. What is leisure?

b. What are leisure activities?
c. When do people engage in leisure activities?
d. Why are leisure activities important?

2. Ask students to create a "self collage" by cutting out pictures and/or making drawings which represent the leisure activities that they enjoy doing
3. Ask students to present and explain their self-collages to the group
4. Discuss students' reactions to this activity

Daily Living Skills Activity

Objective: Through small group discussion, students will gain a greater awareness of their feeling and the feelings of their peers about being disabled and the daily living activities that are difficult because of their disabilities.

Materials: Chalkboard, chalk

Activity:

1. In a small group, ask each student to name his/her disability
2. Ask students to describe what they know about their disability
3. Write the name of each disability on the chalkboard. Ask the students to list under their disabilities the daily living activities that are difficult for them to do
4. Ask the students to share their feelings about their disabilities with each other
5. Ask students to identify specific daily living activities that they would like to be able to perform better
6. Discuss students' reactions to this activity

Other lesson plans to help students gain a knowledge of self could include:

7. personality questionnaires
8. skills analysis exercises
9. strengths and limitations lists
10. career interest inventories
11. occupational choice process activities
12. values clarification exercises

Knowledge of Options

Because the life and work experiences of the students with disabilities may be limited by their disabilities, these activities expose the students to different educational and vocational options. It is believed that knowledge of these options will help the students make informed choices about their lives.

Prevocational Skills activity

Objective: The students will gain a better understanding of career options by visiting the campus career center or library and becoming familiar with the Dictionary of Occupational Titles, Occupational Outlook Handbook, college and trade school catalogs, and other available resources.

Materials: Career center or library, Dictionary of Occupational Titles, Occupational Outlook Handbook, college and trade school catalogs, other vocational and educational resources, paper, pencils

Activity:

1. Orient the students to the various resources in the career center or library and demonstrate how to use the resources
2. Ask each student to identify at least one vocation of interest and research it using the available resources

3. After researching a vocation, ask each student to identify the training requirements, necessary skills, education, job availability, salary range, and working conditions of his or her selected vocation
4. In a small group, ask each student to present the above information about the vocation he or she has researched
5. Discuss students' reactions to this activity

Note: This activity may be most appropriate for students who are in the eleventh and twelfth grades and have an awareness of their interests, skills, strengths, and limitations.

Social/Communication Skills Activity

Objective: Through role playing difficult social situations, students will gain an awareness of a range of different social behaviors. Students will also have an opportunity to try deferent responses to difficult social situations in a non-threatening setting.

Materials: "Squirms" or any other game that presents difficult adolescent social situations for role playing

Activity:
1. In a small group, ask students to share difficult social situations that they have experienced and why the situations were difficult for them
2. Discuss the value of role playing difficult social situations
3. Ask students to role play difficult social situations characteristic of their age group. ("Squirms" is a good resource for adolescent social situations.)
4. Discuss students' reactions to different social situations
5. Discuss students' reactions to this activity.

Leisure Skills Activity

Objective: Each student will complete a "Favorite Activities Chart" (see following page) by listing actual as well as desired leisure activities. The students will gain an awareness of the practical side of planning activities and how this may affect their choices of leisure activities. Students will also continue to define their interests.

Materials: "Favorite Activities Chart," newspapers, telephone, telephone books, pencils

Activity
1. Ask students to think of at least five activities that they have enjoyed or feel they might enjoy during their leisure time
2. Ask each student to use newspapers or a telephone to determine the cost, time, location, and transportation required for their activities
3. Ask each student to read his or her chart to the group
4. Ask students to share what they find interesting or exciting about each others' activities
5. Discuss students' reactions to this activity

Daily Living Skills Activity

Objective: Students will learn about the options available to individuals with disabilities from an individual who has learned to cope successfully with his or her disability and is living as independently as possible.

Materials: Guest speaker, videotape machine (if desired to record discussion for other students)

Activity:

1. Invite an individual who has a disability to speak to the students about the options available to individuals with disabilities and how, given these options, one can cope successfully with disability and live as independently as possible.
2. Encourage students to ask the speaker questions and express their concerns about their future.
3. Discuss students' reactions to this activity

Other lesson plans to help students gain knowledge of their options could include:

1. Inviting representatives from community agencies (for example, DR, ADEPT, WCIL) to speak to students about how to obtain needed services
2. Inviting employers who recruit and hire individuals with disabilities to speak to students about options in the job market
3. Inviting a community college student who has a disability to speak to students about life in college for a student with a disability
4. Showing films about individuals with disabilities who are living satisfying lives independently.

DEVELOPMENT OF INDEPENDENT LIVING SKILLS

These activities assist students with the development of the skills that are necessary for them to live satisfaction lives as independently as possible.

Prevocational Skills Activity

Objective: The students will gain an awareness of where to look for jobs in general and they will demonstrate the ability to find an appropriate job advertisement in the newspaper want ad section

Materials: "Job Information Sheet," local newspapers, pencils

Activity:

1. Discuss with students methods of finding job opportunities (for example, want ads, job placement bulletin boards, personal contacts)
2. Discuss organization of newspaper want ads and how to find a job opening in an area of interest
3. Ask each student to find one interesting and appropriate want ad
4. Discuss the skills needed and the questions to ask when calling an employer about a job opening. (Use the "Job Information Sheet" or students can develop questions.)
5. Ask students to role play telephone calls to employers about job openings
6. Ask each student to complete the "Job Information Sheet" (see next page) for at least one job opening
7. Discuss students' reactions to this activity

APPENDIX D: LESSON PLANS

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Materials: Lists of work performance skills, paper, pencils

Activity:

1. In a small group, discuss what prevocational skills are, how everyone has different skills, and the importance of being aware of one's strengths and limitations in this area
2. Discuss the following list of work performance skills
   a. Endurance: How long you work on an activity
   b. Dexterity: The ability to manipulate objects
   c. Accuracy: How correct your work is
   d. Speed and Pacing: How fast and smoothly your work flows
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   f. Decision Making: Choosing between two or more alternatives
   g. Following and Remembering Oral and Written Directions: Understanding, carrying out and remembering what to do
   h. Learning New Skills and Routines: Ability to adapt to changes in your job
   i. Perseverance, Sustaining Effort: Sticking to a job until it has been completed
   j. Organization of Work: Setting up your task or work place to make it easy and efficient
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   l. Concentration: Staying with the task; not being distracted
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4. Discuss how limitations can be turned into strengths
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6. Discuss students' reactions to this activity

Social/Communication Skills Activity

Objective: Students will learn the difference between aggression, passivity, and assertion. Through self-assessment, students will gain an awareness of how assertive they are

Materials: Assertiveness assessment, paper, pencils

Activity:

1. In a small group, discuss the difference between aggression, assertion, and passivity. Discuss reactions of others to each of these modes of interaction
2. Ask students to answer true or false to the following assertiveness assessment
   a. _____ It is hard for me to make decisions.
   b. _____ I avoid possibly embarrassing situations.
   c. _____ I tell people how I feel.
   d. _____ I often "fly off the handle."
   e. _____ I do not apologize if I don't feel I should.
   f. _____ It is hard for me to look someone straight in the eye when I'm talking to him or her.
   g. _____ I usually complain if I get poor service in a restaurant.
   h. _____ I often make decisions for others and tell them what to do.
   i. _____ I thank someone if he or she compliments me.
   j. _____ I introduce myself first to strangers.
   k. _____ I feel comfortable turning down a date.
   l. _____ I feel comfortable telling a joke.
   m. _____ If someone is bothering me, I tell him or her.
   n. _____ I can accept a rejection and move on.
   o. _____ I apologize a lot for my requests or beliefs.
   p. _____ It is hard for me to start a conversation with a stranger.
   q. _____ It is hard for me to compliment others.
   r. _____ I would rather apply for a job through a letter than a face-to- face interview.
   s. _____ I usually do what my teachers, parents, and friends tell me without questioning them.

   Key to the Assessment: An assertive person usually answers true to numbers c, e, g, i, j, k, l, m, n and false to the rest. (Adapted from quiz developed by Dr. Gail McClain, Women's Counseling Services of Knoxville, University of Tennessee.)
3. Discuss the students' reactions to the results of the assessment

Leisure Skills Activity

Objective: Students will define what leisure activities are and will identify the leisure activities they enjoy through completing a "self- collage." Students will develop a greater awareness of the objects and activities that interest them.

Materials: Magazines, markers, construction paper, scissors, glue

Activity:

1. In a small group, discuss the following questions about leisure activities.
   a. What is leisure?
   b. What are leisure activities?
   c. When do people engage in leisure activities?
   d. Why are leisure activities important?
2. Ask students to create a "self-collage" by cutting out pictures and/or making drawings which represent the leisure activities that they enjoy doing
3. Ask students to present and explain their self-collages to the group
4. Discuss students' reactions to this activity

Daily Living Skills Activity

Objective: Through small group discussion, students will gain a greater awareness of their feeling and the feelings of their peers about being disabled and the daily living activities that are difficult because of their disabilities.

Materials: Chalkboard, chalk

Activity:

1. In a small group, ask each student to name his/her disability
2. Ask students to describe what they know about their disability
3. Write the name of each disability on the chalkboard. Ask the students to list under their disabilities the daily living activities that are difficult for them to do
4. Ask the students to share their feelings about their disabilities with each other
5. Ask students to identify specific daily living activities that they would like to be able to perform better
6. Discuss students' reactions to this activity

Other lesson plans to help students gain a knowledge of self could include:

1. Personality questionnaires
2. Skills analysis exercises
3. Strengths and limitations lists
4. Career interest inventories
5. Occupational choice process activities
6. Values clarification exercises

Knowledge of Options

Because the life and work experiences of the students with disabilities may be limited by their disabilities, these activities expose the students to different educational and vocational options. It is believed that knowledge of these options will help the students make informed choices about their lives.

Prevocational Skills activity

Objective: The students will gain a better understanding of career options by visiting the campus career center or library and becoming familiar with the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, college and trade school catalogs, and other available resources.

Materials: Career center or library, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, college and trade school catalogs, other vocational and educational resources, paper, pencils.

Activity:

1. Orient the students to the various resources in the career center or library and demonstrate how to use the resources
2. Ask each student to identify at least one vocation of interest and research it using the available resources
3. After researching a vocation, ask each student to identify the training requirements, necessary skills, education, job availability, salary range, and working conditions of his or her selected vocation
4. In a small group, ask each student to present the above information about the vacation he or she has researched
5. Discuss students' reactions to this activity

Note: This activity may be most appropriate for students who are in the eleventh and twelfth grades and have an awareness of their interests, skills, strengths, and limitations.

Social/Communication Skills Activity

Objective: Through role playing difficult social situations, students will gain an awareness of a range of different social behaviors. Students will also have an opportunity to try deferent responses to difficult social situations in a non- threatening setting.

Materials: "Squirms" or any other game that presents difficult adolescent social situations for role playing

Activity:

1. In a small group, ask students to share difficult social situations that they have experienced and why the situations were difficult for them
2. Discuss the value of role playing difficult social situations
3. Ask students to role play difficult social situations characteristic of their age group. ("Squirms" is a good resource for adolescent social situations.)
4. Discuss students' reactions to different social situations
5. Discuss students' reactions to this activity.

Leisure Skills Activity

Objective: Each student will complete a "Favorite Activities Chart" (Figure A), by listing actual as well as desired leisure activities. The students will gain an awareness of the practical side of planning activities and how this may affect their choices of leisure activities. Students will also continue to define their interests.

Materials: "Favorite Activities Chart," newspapers, telephone, telephone books, pencils

Activity

1. Ask students to think of at least five activities that they have enjoyed or feel they might enjoy during their leisure time
2. Ask each student to use newspapers or a telephone to determine the cost, time, location, and transportation required for their activities
3. Ask each student to read his or her chart to the group
4. Ask students to share what they find interesting or exciting about each others' activities
5. Discuss students' reactions to this activity

Daily Living Skills Activity

Objective: Students will learn about the options available to individuals with disabilities from an individual who has learned to cope successfully with his or her disability and is living as independently as possible.

Materials: Guest speaker, videotape machine (if desired to record discussion for other students)

Activity:

1. Invite an individual who has a disability to speak to the students about the options available to individuals with disabilities and how, given these options, one can cope successfully with disability and live as independently as possible.
2. Encourage students to ask the speaker questions and express their concerns about their future.
3. Discuss students' reactions to this activity

Other lesson plans to help students gain knowledge of their options could include:

1. Inviting representatives from community agencies (for example, DR, ADEPT, WCIL) to speak to students about how to obtain needed services
2. Inviting employers who recruit and hire individuals with disabilities to speak to students about options in the job market
3. Inviting a community college student who has a disability to speak to students about life in college for a student with a disability
4. Showing films about individuals with disabilities who are living satisfying lives independently.

DEVELOPMENT OF INDEPENDENT LIVING SKILLS

These activities assist students with the development of the skills that are necessary for them to live satisfaction lives as independently as possible.

Prevocational Skills Activity

Objective: The students will gain an awareness of where to look for jobs in general and they will demonstrate the ability to find an appropriate job advertisement in the newspaper want ad section

Figure A - Favorite Activities Sheet

Actual Activity: list leisure activities in which you have participated in the last 2 months.

Activity	Location	Alone/with	Others	Cost
1.				
2.				
3.				

Desired Activity: list new leisure activities which you have discovered over the past 3 weeks and would like to try

Activity	Location	Alone/with	Others	Cost
1.				
2.				
3.				

Materials: "Job Information Sheet" (Figure B), local newspapers, pencils

Activity:

1. Discuss with students methods of finding job opportunities (for example, want ads, job placement bulletin boards, personal contacts)
2. Discuss organization of newspaper want ads and how to find a job opening in an area of interest
3. Ask each student to find one interesting and appropriate want ad
4. Discuss the skills needed and the questions to ask when calling an employer about a job opening. (Use the "Job Information Sheet" or students can develop questions.)
5. Ask students to role play telephone calls to employers about job openings
6. Ask each student to complete the "Job Information Sheet" (see next page) for at least one job opening
7. Discuss students' reactions to this activity

Social/Communication Skills Activity

Objective: Students will identify ways of expressing anger. Students will identify and demonstrate one appropriate and one inappropriate way to express anger in the same social situation. Students will critique each others' methods of expressing anger.

Materials: Videotape machine and camera

Activity:

1. Discuss with students the meaning of anger, its purpose, its uses, and its limitations. Stress that anger can be useful if it is communicated properly.
2. Ask students to think about what makes them angry and to describe how they feel when they are angry
3. Ask students to describe what they do when they are angry and what are the usual consequences of their actions
4. Ask students to identify three social situations that make them angry

Figure B - JOB INFORMATION SHEET

Job Title:

Training Required:

Education Required:

Skills Needed:

Location:

Hours and Wages:

Attach the want ad here

5. Ask each student to select one social situation and to role play an appropriate and an inappropriate method of expressing anger in that situation
6. Videotape the students' methods of expressing anger
7. Show videotape to the group and ask each student to critique his or her methods of expressing anger and allow the group to critique each others' methods of expressing anger
8. Discuss the students' reactions to this activity

Leisure Skills Activity

Objective: Students will demonstrate the ability to choose and organize a group leisure activity. Students will develop their organizational and leadership skills and have an opportunity to participate in different leisure activities

Materials: Each student must decide what materials are necessary for his or her activity of choice

Activity:

1. Ask each student to select an activity in which he or she will lead the group
2. Ask each student to plan what materials are necessary and in what quantity for his or her activity
3. Allow each student to instruct the group on how to participate in activity and to answer the group's questions. Each student must also be in charge of clean-up after the activity has been completed
4. Discuss the students' reactions to this activity

Note: Allow each student to plan and prepare for his or her activity 1 week in advance.

Daily Living Skills Activity

Objective: Students will participate in an apartment hunting exercise and will demonstrate the ability to ask appropriate questions to obtain necessary information

Materials: Advertisement section of local newspaper, telephone, "Apartment Hunting Sheet" (Figure C)

Activity:

1. Demonstrate how to locate an apartment advertisement in the newspaper and discuss common abbreviations and terms
2. Ask students to find one ad for an appropriate apartment
3. Role play a telephone call to a landlord using the"Apartment Hunting Sheet" or the students' questions
4. Ask the students to actually call the ads they have chosen and ask the landlords the necessary questions
5. Ask students to explain why they chose the apartments that they did and to share the information they learned
6. Discuss students' reaction to this activity

Other lesson plans could focus on development of skills in the following areas:

1. Self-care
2. Home management
3. Community mobility
4. Leisure
5. Banking and budgeting
6. Problem solving and decision making
7. Job search
8. Time management
9. Food preparation

8. Time management
9. Food preparation
10. Safety and emergency procedures
11. Community and school resource utilization
12. Management of medical needs
13. Attendant management

DEVELOPMENT OF ACTION PLANS

These activities assist the students in developing plans to achieve their goals for their futures.

Figure C - APARTMENT HUNTING SHEET

Answer the following questions using information obtained from the advertisement or from your telephone call.

How much is the rent?

How much is the move-in cost?
What does that include?

Is the rent month to month or do I sign a lease?
If it is a lease, how long is the lease?

Does the rent include utilities?
Which utilities?

Do I have to fill out an application form?

Where is the apartment located?

When will the apartment be available for me to move in?

Does the apartment building have laundry facilities?

Is there a minimum age requirement to be able to rent the apartment?

Place your ad here

Prevocational Skills Activity

Objective: Each student will choose two areas of career interest and arrange to do 10 hours of volunteer work in each area. Through this activity, students will learn to choose a vocation based on an awareness of their interests, strengths, limitations, and skills, and develop a plan to accomplish their career goal. Students will also gain valuable work experience.

Materials: *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, school catalogs, other vocational resources, interest inventories, strengths and limitations, lists, personality questionnaires, skills assessments, newspapers, telephone, telephone books, transportation

Activity:

1. Provide students with interest inventories, strengths and limitations lists, personality questionnaires, and skills assessments that they completed during previous group sessions. Also provide students with vocational manuals and resources, newspapers, and telephone books
2. Ask students to choose two areas of interest in which they would like to gain some work experience
3. Ask students to write down the steps they plan to take to actually gain experience in each area
4. Ask students to contact employers to arrange for voluntary job placement
5. Have students evaluate their plans of action to see if they could have accomplished goals an easier way or more quickly
6. Discuss students' reactions to this activity

Figure D - SOCIAL SKILLS CONTRACT

I want to be able to:

By _____, I will be able to:

My plans to reach my goal are:

Plan A:

Plan B:

Plan C:

My group suggests that I could:

For 2 weeks I will follow my plans to improve my social skills.

_____ _____

Student's Signature OTR's Signature

Social/Communication Skills Activity

Objective: Each student will choose an area in which he or she feels a lack of social/communication skills and will develop a plan detailing how he or she will improve his or her skills in that area.

Materials: "Social Skills Contract" (Figure D), pencils

Activity:

1. Ask students to think about their social/communication skills
2. Review "Social Skills Contract" (on following page) and give an example of how to complete it
3. Ask each student to choose a social/communication skills that he or she would like to improve and to complete a "Social Skills Contract"
4. Ask students to read their contracts to the other group members
5. Encourage students to give each other feedback about their plans
6. Explain to the students that they are expected to follow their plans for at least 2 weeks
7. Discuss students' reactions to this activity

Leisure Skills Activity

Objective: Students will choose an activity that they would like to do as a group outing. Students will determine the cost, location, and transportation for the activity and will, as a group, plan the entire activity.

Materials: Students will plan for an obtain the necessary materials, "Activity Plan," pencils

Activity:

1. Ask students to choose an activity that they would like to participate in as a group outing
2. Ask students to plan entire activity including the cost, location, date, transportation, etc.
3. Ask students to complete an "Activity Plan" (Figure E) as a group
4. Have students participate in their activity
5. Discuss students' reactions to this activity

Figure E - ACTIVITY PLAN

Our group has chosen to:

Date:

Time:

Location:

Cost per person:

Transportation:

We will need to bring:

The following people will participate in this activity (obtain students' signatures):

Daily Living Skills Activity

Objective: Each student will choose an activity of daily living that is difficult for him or her to perform and will develop a plan detailing how he or she will improve skills in that area.

Materials: "Daily Living Skills Contract" (Figure 9), pencils

Activity:

1. Ask students to think about the activities of daily living that are difficult for them to perform and areas in which they would like to work on improving their daily living skills.
2. Review the "Daily Living Skills Contract" and give an example of how to complete it.
3. Ask each student to complete a "Daily Living Skills Contract" detailing a plan of how he or she plans to improve his or her skills in a particular activity of daily living.
4. Ask students to read their contracts to the other group members.
5. Encourage students to give each other feedback about their plans and to share ideas about different ways to accomplish their goals.
6. Explain to students that they are expected to stick to their plans for at least 2 weeks.
7. Discuss students' reactions to this activity.

Figure 9 - DAILY LIVING SKILLS CONTRACT

The activity of daily living that I want to be able to do better is:

By _____, I will be able to:

The ways in which I plan to improve my skills are:

Plan A:

Plan B:

Plan C:

My group suggests that I could:

For 2 weeks, I will follow my plans to improve my daily living skills.

_____ _____

Student's Signature CTRS's Signature

[illegible] Activity 1

Activity: Visiting a Medical Supply Store

Objective: To increase the student' awareness of the adaptive equipment which is available to assist in meal preparation and home management. The purpose of the activity is to encourage the student to begin to explore methods by which he or she can utilize adaptive equipment in the home environment to compensate for physical disability.

Procedure:

1. Therapist will accompany the student or a small group of students to a medical supply store such as Hillcrest Home or Northwest Medical.
2. The student will look around the store, look through available catalogs, and talk with sales personnel about adaptive equipment.
3. The student will make a list of adaptive equipment (and cost) which he or she believes would be helpful in meal preparation and home management in light of his or her specific disability.

[illegible] Activity 2

Activity: Visiting the Community Recreation Center

Objective: To increase the students' awareness of what activities are offered at a local recreation center, how to register for classes, and the cost of classes or activities. The purpose of the activity is to encourage the student to begin thinking about how their own leisure interests can be met through community services.

Procedure:

1. Therapist will accompany the student or a small group of students to the community recreation center.
2. The student(s) will interview a recreation worker to find out what activities/classes are offered and what each activity/class entails.
3. The student will ask for a brochure or list of classes and the cost and starting date of each.
4. The student will select one activity offered which meets his or her identified leisure interests and design a plan to ensure participation in the chosen activity.

[illegible] Activity 3

Activity: Prevocational Questionnaire

Objective: To increase the students' awareness of their interests in relation to different people's personalities, types of environments, and job characteristics which relate to the area of work. The purpose of the activity is to encourage students to begin thinking of how they can best match their interests with job requirements.

Method of Presentation:

1. Explain the purpose of the lesson to the student.
2. Give five examples of interests in each of the three areas.

Vocational Questionnaire

Likes	Dislikes
Five characteristics about people	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Five characteristics about environment	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Five characteristics about tasks	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

PRE-VOCATIONAL SKILLS — Activity 4

Activity: Visiting Public Library

Objective: To increase the students' awareness of different vocational careers

Procedure:

1. Therapist will accompany student to the library
2. General information about how to use the index cards by subject and author's names will be given
3. Student will locate a specific book such as the *Occupational Outlook Handbook* which contains information pertaining to different vocational careers
4. Student will select three different careers of his or her interest
5. Student will take a brief note describing each of the three careers, including the description of duties, salary, and work qualifications required for each position
6. Student will do a self-evaluation including his or her strengths and limitations in relation to each of the three careers
7. Student will design, with the assistance of the therapist, a plan for furthering information in the career which appeared to match the students interest the most

SOCIAL/COMMUNICATION SKILLS — Activity 5

Activity: Visiting an Adult Education Center

Objective: To increase the students' awareness of the adult education evening classes that are available to foster social communication skills. The purpose of the activity is to encourage the student to begin thinking about how classes such as assertiveness training, stress management, and public speaking can help improve their social communication skills upon graduation

Procedure:

1. Therapist will accompany the student or a group of students to the adult education center
2. The student will look through the course catalog and talk with an education counselor about specific courses and how they can help him or her to meet identified needs
3. The student will design a plan to take one course which he or she believes will foster his or her social communication skills

DAILY LIVING SKILLS Activity 6

Activity: Using the Laundromat

Objective: To increase the students' awareness of how to use a laundromat. The purpose of the activity is to encourage the student to identify and practice the skills and planning that are required to use a laundry facility and the planning of how often this task must be performed

Procedure:

1. Therapist will accompany the student to a laundromat facility
2. Student will have already preplanned having enough quarters to perform his laundry and have brought along the necessary supplies such as laundry detergent
3. The student will sort colors and whites for two separate washes, and perform the steps necessary to do his or her laundry including putting in the correct change and using the appropriate amount of laundry detergent as indicated on the box
4. The student will design a laundry plan including how often the task must be performed, the cost per month of detergent and using the laundromat, and how to get to the laundromat.

LEISURE SKILLS Activity 7

Activity: Visiting a Hobby Shop

Objective: To increase the students' awareness of the variety of crafts available at a hobby shop. The purpose of the activity is to encourage the student to begin exploring the variety of hobby activities commercially available and which activities fit his or her chosen leisure interests

Procedure:

1. Therapist will accompany the student to a hobby shop
2. Student will spend time looking at craft activities available in the hobby shop or its catalog
3. The student will make a list of four craft activities in which he or she may be interested and the cost of each of these activities
4. The student will choose one activity from the list to purchase and work on at home or in the transition program

APPENDIX E: TWO PARENT MEETING AGENDAS

December 2, 1986

I. Introductions

II. Overview of Independent Living Skills Transition Center

A. Research results and implications for program design
Jeanne Jackson, MA, OTR

B. Program implementation—Carolyn Snyder, MHS, OTR

III. Discussion of topics for future meetings

IV. Parent/trainee discussion of individual students

V. Refreshments

April 30, 1987

I. Introductions

II. Presentation: Friendship, dating, and sexuality

A. Sex education issues—Susan Stromberg White, Education Specialist, Special Education Resource Network (SERN)

B. Role of parents—Parent of disabled adolescent, SERN

III. Group discussion

IV. Parent/trainee discussion of individual students

V. Refreshments

APPENDIX F: SAMPLE NEWSLETTERS

The Occupational Therapy

Independent Living Skills Center

at Savanna High School, Anaheim, CA

Dear Parent,

The role of occupational therapy in education as a related service is to improve the ability to function independently when that ability is impaired or lost. Results of our initial assessment battery indicated that the students lacked transition skills such as coping, problem solving, and decision making in the areas of daily living, social communication, prevocational, and leisure activities. By addressing these issues, adolescents are empowered with the skills necessary for optimal performance in the classroom and the community.

The Independent Living Skills Transition Center evolved from a U.S. Department of Education grant written by Florence Clark, PhD, OTR, and Gerald Sherrett, MA, OTR, at the University of Southern California Department of Occupational Therapy. The purpose of this grant was to develop and implement an innovative occupational therapy based program. This year, our newsletter provides an update on the ILST Center with a special focus on the early Parent group and topics of transition and related events of interest, as well as upcoming social activities.

THE INDEPENDENT LIVING SKILLS TRANSITION CENTER

Adolescence may be viewed as that critical transition period when individuals develop skills and values necessary to successfully accomplish the demands required of an adult. These demands include living independently, choosing an occupation, and participating in a social-leisure network. Achieving independence in these three areas is particularly difficult for the adolescent with a disability, as they are often provided with too few opportunities to practice skills and develop competencies. The Independent Living Skills Transition Program provides a safe and encouraging environment which fosters the development of specific transition skills as well as problem solving, self-direction, and coping behaviors needed to meet the challenges of adult life.

The Independent Living Skills Transition Center operates three days per week. Students participate in groups or on an individual basis, depending on the needs that are identified through the initial assessment. Through the use of structured activities, occupational therapists guide the students in mastering skills in four areas: daily living, social communication, prevocational, and leisure. In each of these areas, students first gain insight into their own strengths and limitations as well as that of their classmates. Options available to them in the community are then explored. After students realize their own strengths, limitations, and available options, skill development is encouraged. Finally, the student emerges with a plan of action to achieve identified goals.

Social Communication

A major focus of the social communication group is to provide the students an opportunity to learn how to interact more effectively with peers, teachers, and employers. Group activities are used as a medium to practice dealing with frustration, develop negotiation and problem solving skills, and improve leadership skills. Students may practice difficult situations encountered such as speaking in front of a class. The communication skills acquired in this group undoubtedly can be generalized to all other independent living situations.

Prevocational Skills

The prevocational skills group was designed to enable the student to more easily and successfully acquire and keep a job. As parents are well aware, adolescents at the junior or senior high school level are often quite anxious to clarify their vocational goals. In this group, students explore their interests and work values as well as skills required in various vocations to enable them to identify career possibilities. Additionally, students practice responding to newspaper advertisements, participate in mock interviews, and visit potential employment sites. The final outcome will be the development of an action plan directed toward identified career goals.

Leisure Skills

This year the program expanded to include one day per week which extends beyond the regular school hours allowing students to explore the use of their time in a leisure skills group. Data from the initial assessment battery have shown that adolescents have particular difficulty in planning their unstructured time, for example, after school or on weekends. In this group, students are involved in developing a leisure plan for one month. After exploring their interests, the group generates a list of activities in which they wish to participate. Each individual has an opportunity to teach other group members a new leisure activity.

Daily Living Skills

In the daily living skills group, students learn skills necessary to function successfully in the home and community environment. These skills may include cooking, grocery shopping, laundry, budgeting, and proper grooming. Students are allowed the opportunity to identify those daily living skills in which they may be proficient and those skills they lack. Through participation in a diversity of activities, students gain confidence in their ability to proceed toward their eventual goal of independent living.

PARENTS MEETING

A PANEL DISCUSSION ON

FRIENDSHIP, DATING, & SEXUALITY

Date: April 30, 1987 Time: 7:30 - 9:00 P.M.

Place: Independent Living Skills Transition Center, Savanna High School

PARENT'S PERSPECTIVE

Parents have the power to impact the educational progress of their adolescents. Individualized Educational Plans are one avenue by which parents can work effectively with the special education teacher in structuring an optimal educational program for their adolescents. Just as important, parent input on transition issues becomes essential as the student progresses through high school. Because we strongly believe in parent participation in this educational process, the ILST Center places high value on its parent group. This group offers parents an opportunity to gather and learn about issues which they consider important to their adolescents. The first meeting, held last December, served to identify the interests of the group and to present an overview of the program. Since then, a parent board has been established to provide further input regarding the specific needs of parents. It was determined that the goals of the parent group should be threefold: (1) to provide education on topics pertaining to transition; (2) to address the social needs of their adolescents; and (3) to network with community agencies. The parent board targeted the following as possible topics of interest to parents: continuing education opportunities, independent living, and socialization. These identified goals and topics will serve as the focus of our upcoming social events, speakers, and newsletters.

The parent group is your group. If you have any suggestions or questions, please call Jeanne Jackson, MA, OTR, or Carolyn Snyder, MRS, OTR, at (714) 220-4001, or join us at a parent board meeting.

TRANSITION AND RELATED EVENTS

Achieving a smooth transition from the high school setting to productive and satisfying community living is of primary concern for both adolescents in special day classes and their parents. Yet, successful transition is a complex issue that requires networking with various community resources and services. At times it may appear impossible to you, as a parent, to know which community program would be best suited to the special needs of your adolescent. To assist you with this challenge, we have highlighted two events which you may find valuable in answering some of your "transition" questions.

NEXT STEP, an innovative training program for parents and professionals, is geared toward the unique needs of special education students. Through participation in this program, parents and professionals will gain knowledge in how to promote the best future for their adolescents. Participation in the IEP planning, identification of community resources, and exploration of career education and vocational options are the major areas of focus.

The next series of training sessions will be held May 30 from 8:30-4:00 and June 2 from 7:00-9:00 P.M. at the AUHSD Education Center. Both sessions must be attended. Sessions are presented by a trained team and are of no cost to the audience. For more information call: Special Education Local Plan Area (SELPA) Office at 821-0800.

The annual Abilities Expo 87 will be held April 24, 25, and 26 at the Los Angeles Convention Center from 11 A.M. to 6 P.M. This event is the number one show of products and services for persons with disabilities and for professionals.

STUDENT CORNER

A variety of leisure activities are available right here in the Anaheim area which may be of interest to you. For example, were you aware that . . .

* Anaheim Park & Recreation, 999-5195. Schedule of activities is available at all Anaheim Public Schools. For information regarding activities for individuals with special needs, call Terri Bonger (714) 821-6510.

* The Boys Club of Buena Park offers wheelchair hockey every Monday night at 7:30. For more information about watching or participating, call 522-7259.

* Special Olympics holds year-round sports events you may want to participate in or bring friends to watch. Upcoming events include:

Ice Skating	Swimming
Ice Capades Chalet	El Toro High School
April 28 at 10:00 A.M.	May 2 at 10:00 A.M.

For more information, call (714) 826-2472

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We wish to convey our special thanks to:

Dr. Steinle	Assistant Superintendent for Educational Services
Mr. Everhart	Director of Special Youth Services
Dr. Wong	Principal of Savanna High School
Mr. Campbell	Past Director of Greater Anaheim Special Education Local Plan Area

And the special education teachers at Savanna High School: Sylvia Pettus, Jackie Cartright, John Donnelly, Ruth Mallory, DeDe Gansel, and Glen Garoon for their continuing interest and support of the Independent Living Skills Center.

The Occupational Therapy

Independent Living Skills Center

at Savanna High School, Anaheim, CA

Dear Parent,

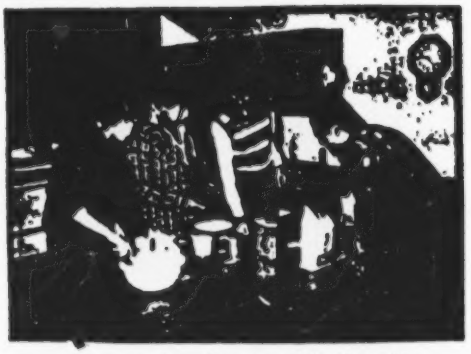
Greetings from the Independent Living Skills Center here at Savanna High School! Now that the spring semester has ended, we have the opportunity to look back over the past year and reflect on the growth of this exciting, new program. Understanding that you as a parent play the most important role in the lives of our students, we want to keep you informed as to the activities in which they have participated and the progress they have made. We also value your insight and welcome your input for future program planning.

As you might remember, the Independent Living Skills Center opened in the fall of 1985 to serve the students in the special education program here at Savanna. Having received a grant from the Department of Education, the University of Southern California Department of Occupational Therapy was able to renovate a small bungalow adjacent to the faculty parking lot. In a short time, it was transformed from a bare shell into a beautiful cottage. Decorated in a blue, country motif, there is a living area, a fully equipped kitchen, a dining area, and a small office area. The students feel at home in this warm environment and are anxious to stop by whenever possible -- even when they are not scheduled to come in! The center is staffed by a Registered Occupational Therapist and several U.S.C. Occupational Therapy graduate students. We all have a special expertise in utilizing activities to teach independent living skills to adolescents with special needs.

"What does my son/daughter learn in this program?" you may ask. Well, we have chosen to focus on three basic types of independent living skills. These include daily living, prevocational, and social communication skills. While a few of the students were seen individually, most of the sessions were conducted within a group setting. After having received parental permission to participate, each student completed a series of assessments to determine the status of his/her skills. Then, with the help of the information you shared with us in the parent needs assessment, along with teacher input, each student assisted us in planning a program that was specifically tailored to meet his/her needs.

Daily Living Skills

In the daily living skills groups, the students had the opportunity to learn many skills necessary to lead a fulfilling, independent life at home. They participated in planning balanced meals, grocery shopping, and then preparing and serving the food in a pleasant way. (Cooking and eating turned out to be their favorite activities!) They also received instruction on other household tasks such as kitchen cleanup, laundry, and ironing. Financial matters were covered, too, including budgeting and check writing. Many students made mock checkbooks and practiced paying bills with them. Some of the sessions dealt with the development of proper grooming and hygiene habits, while others concentrated on how to ride the city bus and how to rent an apartment, if appropriate.



Another focus of the daily living skills groups was the development of leisure skills. The students were introduced to a variety of crafts and other activities which they could continue in their free time. These included woodworking, leather work, embroidery, needlepoint, stained glass art, etc. Completing a finished product helped the students to experience a feeling of success and seemed to increase their self-esteem. Several students enjoyed making things to decorate the center. A beautiful, wooden window box, for example, was constructed for the front of our bungalow. (We will now be able to practice our gardening talents in the semesters to come!)

Student Quotes:

"I liked the way we cooked in groups. I had lots of fun ..."
Mike Konkright

"I like to cook, to go out to the laundromat, and to do my checkbook."
Isabel Ibarra

"I think this (program) is very good to learn to live by yourself and to clean and cook."
Michael Shon

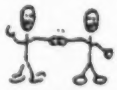
"The Independent Living Skills class is great for (high school kids with special needs) because it helps them relate with others and do things they couldn't do before. I like it because it's fun and I like the teachers."
Richard Martin

Prevocational Skills

The prevocational skills groups were designed to enable the students to more easily and successfully acquire and keep a job. They worked on reading and responding to newspaper advertisements and were referred to vocational agencies when appropriate. They also practiced such skills as filling out an application, writing a resume, and participating in an interview. The students especially enjoyed watching their own interviewing techniques on the video recorder. This gave them an opportunity to critique their own performance and to see themselves from someone else's perspective.

In order to keep a job, one must be able to work in cooperation with others. The students had many opportunities to practice this skill in their prevocational sessions through participation in group activities. These included such things as games, crafts, cooking, etc. Each student was given the chance to act as group leader for one of the activities. In this way, he/she could help plan and take responsibility for the session, giving directions as well as following them. Many groups worked together this year to put on a bake sale for the rest of the school. The students cooperated well with each other and really seemed to have alot of fun. They also earned enough money to enable the program to sponser a fieldtrip for the coming semester. (Since the seniors will not be here to take advantage of this, they have already been treated to a day at Marineland. We had a great time!)

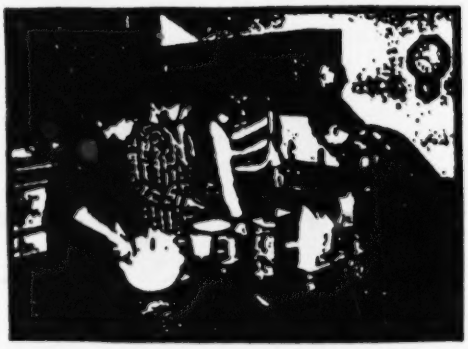
Social Communication Skills



In the social communication skills groups, the students learned how to more effectively interact with their family, friends, teachers, and employers. They worked on dealing with frustration in a constructive way and learned the importance of being assertive without being aggressive. The sessions consisted of group discussions as well as a variety of activities that were of interest to the group. These were designed to give the students an opportunity to explore and improve their communication techniques.

Daily Living Skills

In the daily living skills groups, the students had the opportunity to learn many skills necessary to lead a fulfilling, independent life at home. They participated in planning balanced meals, grocery shopping, and then preparing and serving the food in a pleasant way. (Cooking and eating turned out to be their favorite activities!) They also received instruction on other household tasks such as kitchen cleanup, laundry, and ironing. Financial matters were covered, too, including budgeting and check writing. Many students made mock checkbooks and practiced paying bills with them. Some of the sessions dealt with the development of proper grooming and hygiene habits, while others concentrated on how to ride the city bus and how to rent an apartment, if appropriate.



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Student Quotes:

"I liked the way we cooked in groups. I had lots of fun ..."
Mike Konkright

"I like to cook, to go out to the laundromat, and to do my checkbook."
Isabel Ibarra

"I think this (program) is very good to learn to live by yourself and to clean and cook."
Michael Shon

"The Independent Living Skills class is great for (high school kids with special needs) because it helps them relate with others and do things they couldn't do before. I like it because it's fun and I like the teachers."
Richard Martin

[redacted]

[redacted]

[redacted]

APPENDIX G: GRANT STRUCTURED ASSESSMENT

STUDENT SATISFACTION QUESTIONNAIRE

Please help us to evaluate the Occupational Therapy Program by answering these questions. Thank you very much.

CIRCLE YOUR ANSWER:

1. How good do you think your occupational therapy class was?

4	3	2	1
Excellent	Good	Fair	Poor

2. Did you learn things to help you live independently after graduation?

1	2	3	4
No, definitely not	No, not really	Yes, generally	Yes, definitely

3. If a friend were in need of similar help, would you recommend our program to him or her?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely

4. Would you tell your friends to take this class?

5. Has the Occupational Therapy Program helped you deal with any problems you might have?

Student Participation Questionnaire, cont.

6. How do you think the Occupational Therapy Program has helped you?

7. How satisfied were you with the Occupational Therapy Program?

8. Do you think students should take this class or not?

Freshman year _____

Freshman, sophomore years _____

Freshman, sophomore, junior years _____

Freshman, sophomore, junior, senior years _____

other _____

10. What did you like best about this class?

11. What did you like least about this class?

Dear Parent,

It was a pleasure serving your child this past year at Sonoma High School in the Independent Living Skills Transition Center. One important component of our service is program evaluation.

We need your help in evaluating the Independent Living Skills Transition Program by answering the questions on the enclosed questionnaire about our services. We are interested in your honest opinions, whether they are positive or negative. Please answer all the questions. We also welcome your comments and suggestions.

Thank you very much. We appreciate your help.

Sincerely,

Jeanne Jackson, MA, OTR
Director of Administration

Carolyn Snyder, MHS, OTR
Director of Clinical Practice

Attach

PARENT SATISFACTION QUESTIONNAIRE

CIRCLE YOUR ANSWER:

1. How would you rate the quality of the services you received from the Independent Living Skills Transition Center?

4	3	2	1
Excellent	Good	Fair	Poor

2. Did you get the kind of service you wanted?

1	2	3	4
No, definitely not	No, not really	Yes, generally	Yes, definitely

3. To what extent has our program met your needs and those of your child?

1	2	3	4
Almost all of my needs have been met	Most of my needs have been met	Only a few of my needs have been met	None of my needs have been met

4. If a friend's child were in need of similar help, would you recommend our program to him or her?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely

5. How satisfied are you with the amount of help you received?

1	2	3	4
Quite satisfied	Satisfiedness or mildly dissatisfied	Mostly satisfied	Very satisfied

6. Have the services you received helped your child to deal more effectively with his or her problems?

1	2	3	4
Yes, they helped a great deal	Yes, they helped somewhat	No, they really didn't help	No, they seemed to make things worse

Parent Satisfaction Questionnaire, cont.

7. How satisfied were you with the program?

1	2	3	4
Very satisfied	Mostly satisfied	Indifferent or mildly dissatisfied	Quite dissatisfied

8. Would you want your child to be enrolled in the Independent Living Skills Transition Center class in his or her remaining high school years?

9. What did you like best about the Independent Living Skills Transition program?

10. What did you like least about the Independent Living Skills Transition program?

Write comments below:

TEACHER SATISFACTION QUESTIONNAIRE

Please help us to evaluate the Independent Living Skills Transition Center by answering some questions about our services. We are interested in your honest opinions, whether they are positive or negative. Please answer all of the questions. We also welcome your comments and suggestions. Thank you very much; we appreciate your help.

CIRCLE YOUR ANSWER:

1. How would you rate the quality of the Independent Living Skills Transition program?

4	3	2	1
Excellent	Good	Fair	Poor

2. Did your students receive the kind of service you thought they needed?

1	2	3	4
No, definitely not	No, not really	Yes, generally	Yes, definitely

3. To what extent has our program met the needs of your students?

4	3	2	1
Almost all needs have been met	Most needs have been met	Only a few needs have been met	No needs have been met

4. Can you identify ways in which the program could better meet the needs of your students? If so, please list.

5. Which areas do you think the future Independent Living Skills Transition program should emphasize?

_____ Leisure

_____ Social/communication

_____ Daily Living Skills

_____ Vocational Skills

_____ Other (Please list) _____

_____

Teacher Satisfaction Questionnaire, cont.

5. Did the Independent Living Skills Transition program help students to achieve IEP goals?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely

6. Do you think your students were satisfied with the program?

1	2	3	4
Quite dissatisfied	Indifferent or mildly dissatisfied	Mostly satisfied	Very satisfied

7. What percentage of students in your class could benefit from taking the Independent Living Skills Transition program? _____

Please write Comments below.

APPENDIX C

Dear Parent,

It was a pleasure serving your child this past year at Savanna High School in the Independent Living Skills Transition Center. One important component of our service is program evaluation.

We need your help in evaluating the Independent Living Skills Transition Program by answering the questions on the enclosed questionnaire about our services. We are interested in your honest opinions, whether they are positive or negative. Please answer all the questions. We also welcome your comments and suggestions.

Thank you very much. We appreciate your help.

Sincerely,

Jeanne Jackson, MA, OTR
Director of Administration

Carolyn Snyder, MHS, OTR
Director of Clinical Practice

JJ/ai

PARENT SATISFACTION QUESTIONNAIRE

CIRCLE YOUR ANSWER:

1. How would you rate the quality of the services you received from the Independent Living Skills Transition Center?

4	3	2	1
Excellent	Good	Fair	Poor

2. Did you get the kind of service you wanted?

1	2	3	4
No, definitely not	No, not really	Yes, generally	Yes, definitely

3. To what extent has our program met your needs and those of your child?

1	2	3	4
Almost all of my needs have been met	Most of my needs have been met	Only a few of my needs have been met	None of my needs have been met

4. If a friend's child were in need of similar help, would you recommend our program to him or her?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely

5. How satisfied are you with the amount of help you received?

1	2	3	4
Quite satisfied	Indifferent or mildly dissatisfied	Mostly satisfied	Very satisfied

6. Have the services you received helped your child to deal more effectively with his or her problems?

1	2	3	4
Yes, they helped a great deal	Yes, they helped somewhat	No, they really didn't help	No, they seemed to make things worse

Parent Satisfaction Questionnaire, cont.

7. How satisfied were you with the program?

1	2	3	4
Very satisfied	Mostly satisfied	Indifferent or mildly dissatisfied	Quite dissatisfied

8. Would you want your child to be enrolled in the Independent Living Skills Transition Center class in his or her remaining high school years?

9. What did you like best about the Independent Living Skills Transition program?

10. What did you like least about the Independent Living Skills Transition program?

Write comments below:

STUDENT SATISFACTION QUESTIONNAIRE

Please help us to evaluate the Occupational Therapy Program by answering some questions. Thank you very much.

CIRCLE YOUR ANSWER:

1. How good do you think your occupational therapy class was?

4	3	2	1
Excellent	Good	Fair	Poor

2. Did you learn things to help you live independently after graduation?

1	2	3	4
No, definitely not	No, not really	Yes, generally	Yes, definitely

3. If a friend were in need of similar help, would you recommend our program to him or her?

1	2	3	4
No, definitely not	No, I don't think so	Yes, I think so	Yes, definitely

4. Would you tell your friends to take this class?

5. Has the Occupational Therapy Program helped you deal with any problems you might have?

Student Satisfaction Questionnaire, cont.

6. How do you think the Occupational Therapy Program has helped you?

7. How satisfied were you with the Occupational Therapy Program?

8. Do you think students should take this class in their

   freshman year _____

   freshman, sophomore years _____

   freshman, sophomore, junior years _____

   freshman, sophomore, junior, senior years _____

   other _____

10. What did you like best about this class?

11. What did you like least about this class?

APPENDIX D

TRANSITION NEEDS ASSESSMENT OF HIGH SCHOOL STUDENTS WITH SEVERE DISABILITIES AND THEIR PARENTS AND TEACHERS

Key Words: Transition, Severely Disabled High School Students, Needs Assessment, Occupational Therapy.

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Abstract

A needs assessment was conducted to determine the independent living skill (ILS) perceived needs of high school students (n = 45) with severe disabilities. Additionally, parents (n = 35) and the teachers (n = 7) of the students were surveyed to assess the ILS needs they perceived their children or students had. Results revealed that, regardless of educational classification, the students and their parents tended to perceive that the students had the greatest need for development in social-communication skills. Parents were also found to have needs for programming, especially in the area of setting goals for their children and utilization of community resources, while teachers indicated that a number of ILS areas were not sufficiently well covered in existing curricula. Implications for occupational therapist-directed transition programs are discussed.

In 1975, President Gerald R. Ford signed Public Law 94-142, the Education for All Handicapped Children Act, that guaranteed the right to education for all handicapped children of age 3 to 21. Additionally, the law mandated that related services, of which occupational therapy is one, be provided when needed to maximize educational gains. Although public school personnel have made an enormous effort to comply with the new law, as of 1982, not a single state was judged by the Department of Education to be in compliance and high school students were among those most underserved (Reynolds, 1984).

Statistics presented in the Fourth Annual Report to Congress on the Implementation of PL 94-142 (1982) indicated the scope of the problem with high school students. As summarized by Reynolds, this report indicated in the 1978-1979 school year that (1) secondary education students were the least likely to receive adaptive physical education and related services, (2) only 29% of students who received special education were in grades 7 through 12, and (3) 67% of students for whom an individualized education plan (in accord with the mandate of the law) had been recorded were of ages 12 or under. Clearly this report identified that junior high and high school students were an underserved group at the very time that is optimal for laying the foundation that could be pivotal in ensuring a smooth "transition" from high school to work and independent living.

Employment statistics also suggested a compelling need for such programming. In 1982, the US Bureau of the Census Report revealed that 50% to 80% of adults with disability were reported to be jobless. Even

those adults with disabilities who gained access to publicly supported vocational programs, despite long waiting lists, were poorly paid, socially isolated from non-disabled workers, and seemed to linger at such facilities without adequate movement into a mainstreamed work environment (Will, 1985). With an estimated 250,000 to 300,000 students leaving Special Education each year, a major shift in public policy was needed (Will, 1985).

Signed into law in 1983, Section 626 of the Education for the Handicapped Children Amendments authorized funds to be spent for research, training, and demonstration projects that would address the transition of adolescents with disabilities from high school to work and independent living. To further meet the need for transition services, Madeline Will, Assistant Secretary of the US Department of Special Education and Rehabilitation Services (OSERS) and Jean Elder of the Administration of Developmental Disabilities earmarked discretionary funds for the development of transition programs that included the creation of interagency networking. Thus, by 1984, OSERS had established a national priority directed toward developing and implementing programs aimed at improving the transition of high school students in special education from school to work (Will, 1985). As Ms. Will points out, approximately one school generation after the implementation of PL 94-142, it has been critical that the federal government make a concerted effort to promote transition planning.

Concurrent with these events, in the Fall of 1983, the USC Department of Occupational Therapy submitted a Pupil Personnel Training

Grant application to OSERS that had the central purpose of establishing an occupational therapist-directed Independent Living Transition Center on the campus of Savanna High School in Anaheim. The center was conceived of as serving the following three purposes:

1. To provide independent living "transition" programming to high school students with severe disabilities

2. To serve as a clinical training facility for USC occupational therapy graduate students who would be trained in occupational therapy transition programming.

3. To enable research on the independent living needs of high school students with disabilities and the effectiveness of occupational therapy independent living skills transition programming.

In the Spring of 1984, the University was notified that the grant was awarded. In this paper, results of the first research project conducted at the Center during 1984-1985 will be presented. The general purpose of the study was to investigate the independent living needs and personality characteristics of the high school students with severe disabilities who were attending Savanna High School that year. This paper will focus on the independent living needs assessment. A subsequent paper will address the personality characteristics of the sample. Results of the needs assessment were then used to guide the development of a program that was implemented in the second year of funding (1985-1986). The following five research questions were addressed in the independent living skills needs assessment.

1. What were the demographic characteristics of the sample?

2. How did the subjects perceive the quality of their lives?

3. What were the interests of the subjects?

4. Was there congruence between the subjects' self-perceived independent living skills needs and those that were identified for them by their parents and teachers?

5. What implications did the results have for future programming at the center?

Review of the Literature

What is transition? If one examines the definition of transition implied in Section 626 of Public Law 98-199, one is immediately impressed with its comprehensiveness. Projects that could be assisted under this section include strategies for transition into independent living, vocational training, postsecondary education, and competitive employment. This legislation suggests that the law makers conceived of transition as a multidimensional phenomenon involving vocational planning and placement as well as sustained independent living.

However, in the preliminary statement of policy that was used to guide programming of transition services by the OSERS, focus was placed on employment, as the central index of effective transition (Will, 1985). It should be noted, however, that also in this document a related index of successful transition is the extent of community integration enjoyed by former students with handicapping conditions after leaving school. In the OSERS model, however, "transitional bridges" proposed are to employment and include transition without special services (e.g., attendance at community college), with time-

limited services (such as postsecondary vocational or other short-term training programs), and with ongoing services (e.g., supported employment). Although the first two options are not new, the third is, to most professionals, and consists of "supported employment" in which a trainer might, for example, be funded to go to the job site with a handicapped individual, appropriately adapt the work space and job tasks, and provide ongoing assistance in job performance. The concepts of activity (or task) analysis, environmental adaptation, and assisted performances are ones with which occupational therapists are quite familiar; yet of the nine transition projects described in the document Cooperative Programs for Transition from School to Work issued by OSERS, none seemed to be directed by or involve new roles for occupational therapists. Despite the fact that independence is sometimes viewed as a precursor to employment, it is also of interest to note that these projects focused upon employment, not independent living, as the critical outcome measure that is achieved through interagency collaboration.

Yet some of the leaders in transition in special education have endorsed a broader perspective. As an example, Wehman, Moon, and McCarthy (1986) suggest that transition programming should include "job placement assistance, on-the-job training, travel training to be able to reach their jobs, aid in living in a supervised apartment or group home, and support for improving recreational options in the community" (1986, p. 1). This group believes that both employment and independent living are essential features of the transition from school to community

living. The curriculum developed by this group to enhance this transition involved the collaboration of special educators with rehabilitation counselors, occupational therapists, speech therapists, and other related personnel.

Wehman et al.'s conceptualization of transition was influenced by the findings of a study conducted by Halpern (1985) on the interrelationships of residential environment, social and interpersonal networks and employment of high school students with mental retardation who were living semi-independently in the community. What these researchers found was that success in one area was essentially unrelated to success in another area. The OSERS model is criticized by Halpern as suggesting instead that employment implies success in the other domains. Halpern recommended that OSERS develop a policy position that puts equal and separate emphasis on each of three facets of transition he studied: residential placement, social networking, and employment.

The Role of Occupational Therapy in Transition

It would appear that whether transition is defined in a narrow sense as the bridge between school and work or as multifaceted, occupational therapists bring an armamentarium of skills along with considerable experience in transition preparation, planning, and coordination. The profession's 60-year history of preparing individuals with handicapping conditions in the prevocational area as well as in daily living skills and organization of time makes it well suited for involvement in model transition programs located on high school campuses. Models such as that proposed by Mary Reilly (1966) for psychiatric settings may have

application in high school settings serving classes of severely emotionally disabled teenagers. Similarly, we perceived that the Model Independent Living Skills Program established at Santa Monica College for disabled college students by Burnett and Yerxa (1980) could readily be modified to serve Savanna High School students. The authors of the grant relied heavily on the design of the Santa Monica Project in implementing the Savanna High School program. Finally, model occupational therapy programs in the occupational choice (Webster, 1950), life and work planning (Gorski & Miyahe, 1985) and independent living and vocational readiness (Royeen & Little, 1985) would also hold promise for transition programming.

Unfortunately, to date, few occupational therapists appear to be involved in high school-based transition programming. Although the Report of the Ad Hoc Commission on Occupational Therapy Manpower (1985) reveals that the numbers of occupational therapists employed in the schools has shown a steady increase from 11% in 1973, to 14% in 1977 to 18.3% in 1982, these figures do not indicate what proportion of therapists provide services to high school students. A survey conducted in 1979 indicated that the majority of occupational therapists working in the schools probably provide services to students under 10 years of age (Gilfoyle & Hayes, 1979). Nevertheless, the manpower study already cited indicates that the passage of PL 94-142 stimulated such growth that school settings are currently second only to hospitals in the employment of occupational therapists (p. 57). Perhaps the current OSERS emphasis on transition will stimulate growth of the profession

into high school service delivery focused upon independent living skills training, although occupational therapists might also be involved in fostering the transition to employment. It is appropriate to note at this point that under PL 94-142 a key role of the occupational therapist is to improve independent functioning when function is impaired or lost (Gilfoyle & Hayes, 1979).

As already pointed out, at least one expert believes that living successfully in the community should actually be the target of transitional services (Halpern, 1985) and that accomplishment of this goal is three-faceted including employment, finding a residence that matches one's independent living skills capability, and building a leisure and social network. In special education, curricula are being developed so that teachers can assist students in learning many of these skills which leads to the ultimate question of what unique skills occupational therapists could bring to transition programming.

One way of conceiving of the role of the occupational therapist in transition planning is as a specialist whose expertise is sought in situations in which a specific child is not benefiting adequately from the available special education "transition" curriculum. The occupational therapist's role might be, as Pennington and Sharrott (1985) have suggested, to foster coping skills and social competence in these students as well as daily living skills. Bloom, Kerstin, Irwin, Kulkarni, Miller, and Frey (1983), who conducted a series of studies on coping with disability, defined coping as "an active psychosocial process characterized by a persistent effort to overcome and solve the

problems and dilemmas of the person and the environment connected or unconnected with disability" (p. 6). These researchers found that the persons with severe disabilities they studied who were described by their peers as doing "remarkably well" and were living satisfying and productive lives were, by and large, involved in social recreational activities, were adept in managing their daily activities, had excellent problem solving skills and had a history of good peer relations.

Yet a limited body of literature exists to suggest that the vast majority of adolescents with disability may not have adequately developed these skills. Burnett and Yerxa (1980) found that young people with disabilities more frequently than able-bodied students reported an inability to meet the demands of living independently, overdependence on family members, and an inability to make the transition from childhood into the autonomy of adulthood. Similarly, other studies suggest that adolescents with disabilities, experience greater peer rejection (Friedman, 1974), slip into greater passivity (Minde, 1978), exhibit more severe behavioral or emotional problems, and have less intense friendships than non-disabled adolescents (Kleck & Dejong, 1981). In support of these findings, Anderson (1979) reported that over 32.8% of the disabled teenagers she studied had marked psychological problems, 37.8% had fairly restricted social lives (with, at the most, one visit per week to or from a friend), and many were still depending on their parents for physical care, had a poor understanding of their disabilities, and were not well informed of their legal rights.

In summary, then, the literature review suggested that high school "transition" can be conceived of as having the ultimate goal of successful community living involving employment, residential placement or independent living, and participation in social and leisure activities. Some studies were located that suggested that the role of the occupational therapist in transition might be to establish independent living programs for those students who needed supplementary and, perhaps more concentrated, help in the area of transition than that which is offered in Special Education curricula. Such programs might focus on the development of coping skills and social competence. Nevertheless, despite the fact that the literature was highly suggestive of the direction that the Savanna High School Independent Living Program should take, the project staff decided it would conduct a needs assessment of the students prior to implementation of the program so that data on the specific students to be served could be used for program development.

Methodology

Subjects

All of the subjects were attending Savanna High School, one of eight high schools serving grades 9 through 12 in Anaheim, Orange County, California. Although the school has a total census of about 1,800 students, only 120 had disabilities at the time of the study. Of these, 45 had severe enough problems to spend more than half of their school day in a self-contained classroom. This latter group comprised the

first sample. Demographic characteristics will be described in the Results section.

The second sample consisted of 38 parents of the students in sample 1. Finally, the third sample consisted of the seven special education teachers of the students in sample 1.

Instruments

Four instruments were employed to assess individual student needs. A description of each follows.

1. The Cantril Ladder (Cantril, 1965) has been used as a measure of overall life satisfaction in prior research (Yerxa & Baum, 1984). The subjects were asked to mark the rung of a 10-step ladder according to their perception of where they stood in relation to "the best possible life for you" and "the worst possible life for you."

2. The Satisfaction with Performance Scaled Questionnaire (SPSQ) (Yerxa, Burnett, Stocking & Azen, 1981) required the respondents to rate on a 5-point scale of time ranging from "all of the time" to "none of the time" the amount of time they were satisfied with the way in which they performed home management and social-community problem solving skills. Reliability using the split-half procedure for the Home Management scale was estimated at .969 and for the Social/Community Problem Solving scale at .93. The two domains measured on the scale were identified through a factor analysis establishing preliminary construct validity. Additionally, correlational studies indicate that SPSQ scores are related to self-perceived independence in activity (Yerxa et al., 1981).

3. The Interest Checklist (Matsutsuyu, 1969) is an inventory on which the respondent indicates casual, strong, or no interest in 80 activities. Although the activities are classified on an a priori basis into five domains: Activities of Daily Living, Manual Skills, Cultural/ Education, Physical Sports, and Social Recreational, one factor analysis (Rogers, Weinstein & Figone, 1978) suggests only the items from two of the domains cluster as hypothesized (Physical Sports and Cultural/ Educational). Although no reliability is reported for the original scale, a modified version using a Likert-type rating was found to have a test-retest reliability of .92 (Rogers et al., 1978).

4. Student, Parent and Teacher Needs Assessment Questionnaires were constructed by Gerald Sharrott based on instruments that had been developed by Burnett and Yerxa (1980). The student and parent needs assessments, five and six pages long respectively, required the respondents to identify independent living skills needs of the student. The teacher needs assessment asked the teacher to indicate the extent of emphasis given to specific independent living skills content areas in the existing special education curriculum. The three questionnaires contained forced choice and open-ended questions.

Procedures

The complete battery was administered by trainees and took an average of 6 hours. When a subject's reading ability was limited, the inventory was administered orally. Additionally, each student's parents were asked to respond to the Parent Needs Assessment Questionnaire via mail. Each student's special education teacher was also contacted and

asked to complete the Teacher Needs Assessment Questionnaire. The procedures for data collection were modeled after similar studies conducted by Burnett and Yerxa (1980) and by Yerxa and Baum (1984).

Results

Results are presented according to the six research questions.

Question 1. What were the demographic characteristics of the sample?

The student sample consisted of 33 males and 12 females, all of whom were classified by the school as having severely handicapping conditions. The mean age of the students was 16.14 years with a standard deviation of 1.32. 28.89% of the subjects were in 9th grade, 44.44% were in 10th grade, and 13.33% were in each the 11th and 12th grades, respectively. Most subjects were Caucasian (73.33%), but 11.11% were Hispanic, 4.4% were Asian, 2.2% were Black, and 8.89% indicated that they were Other. Although all the students were classified as severely handicapped by the Anaheim Union School District, the student sample was quite heterogeneous with respect to type of disability: 44.44% had multiple handicaps (MH), 15.56% had learning handicaps (LH), 25% had communication handicaps (CH), and 17.78% had severe emotional disturbances (SED). Among the multiply handicapped group, two students were retarded, one was paraplegic, one had cerebral palsy, and one other had a non-specified physical handicap.

Thirty-eight (84.4%) of the 45 possible parents or caregivers returned the mailed Parent Needs Assessment Questionnaire and comprised the parent sample. Twenty-five of the respondents were mothers, six were fathers, four were houseparents, two were brothers, and one was a

combination in which both parents served as respondent. The X age was 45 (SD = 9), with 63% married and 11% divorced. Seventy-one percent were Caucasian, 8% Asian, 11% Hispanic, and 3% other. Most lived in homes (78%). Approximately 66% were registered voters.

The third sample consisted of the seven special education teachers from whose classes the student sample had been drawn.

Question 2. How did the subjects perceive the quality of their lives?

As already discussed, on the Cantril Ladder, 9 represented the best possible life while 0 represented the worst. In the total student sample, the average rating for 5 years ago was 3.87 (SD = 2.03), for the present 6.47 (SD = 2.03), and 7.53 (SD = 2.04) for the future. It is interesting to point out that the values obtained by this group with disabilities for the present was comparable to the 6.47 value reported for a non-disabled adult group by Yerxa and Baum (1984), but is somewhat higher than the 5.86 value these authors reported for the adults with disabilities they studied. Although this difference is not statistically significant, the discrepancy in findings may suggest a trend for adolescents with disabilities to be less realistic than their adult counterparts, or that in adolescence persons with disabilities retain greater optimism than they do in adulthood. An alternative explanation might relate to the differing handicapping conditions that characterized the two disabled samples.

Analyses of SPSQ data were performed on the total group. Assuming that dissatisfaction with one's performance implied a desire to improve it through training, a skill on the SPSQ was considered on an a priori

basis to be a target area for the model program if 20% or more of the students indicated that they were satisfied with their performance of the task 25% or less of the time. Table 1 lists the 14 tasks that met this criterion.

In the home management domain, five activities met this criterion in contrast to nine in the social/community problem solving domain. These findings suggested that the independent living skills program to be offered in the model training center should probably emphasize social adaptation and community problem solving.

Further, a series of one-way analysis of variance F tests with four levels revealed that there were no significant differences between the educational classification subgroups in their satisfaction with performance in the home management or social/community problem solving domains as assessed on the SPSQ.

In summary, the students seemed to believe that their lives were steadily improving, that they were now more on the satisfied than dissatisfied side, and that they expected to be even happier in the future. However, on 14 (30%) of the 46 skills listed on the SPSQ, 20% or more of the respondents indicated they were satisfied with their performance 25% or less of the time.

Question 3. What were the interests of the sample?

Again, one-way analysis of variance F tests revealed that there were no significant differences in the mean Interest Checklist ratings of the five domains (cultural arts, physical sports, social, home management, and cultural/educational) among the four educational category subgroups.

Further analyses of these data were therefore performed for the entire student sample. These data suggested the students' strongest interests were in social activities with physical sports and home management also exhibiting areas of strong interest. Again, the notion that the model independent living skills program should focus on social competence was reinforced (assuming that the program should be tailored according to student interests). In addition, the data suggested interests relating to home management and physical sports should also be incorporated into the occupational therapy program.

Question 4: Was there congruence between the subject's self-perceived independent living skills needs and those that were identified for them by their parents and teachers?

All 45 students responded to the Student Needs Assessment Questionnaire which included the questions with dichotomous response options listed in Table 2. Most of the subjects did not feel there were any obstacles interfering with their ability to live independently. Responses to other questions indicated that the majority of the subjects needed help doing homework, and wanted to talk to older adults like themselves who lived independently, but did not about their feelings. Twenty-four percent of the subjects had not heard of the Department of Rehabilitation and only two (4.4%) were clients of the agency.

Comparison of the results reported in Tables 3 and 4 (extracted from the Student and Parent Needs Assessments respectively) enable assessment of the degree of correspondence of parent and student responses to questions addressing quality of life. Table 4 summarizes student

responses to the question, How satisfied are you with your life? Table 5 reports similar results to a question that asked the parents how satisfied with life their children were. In general, the students expressed greater satisfaction than their parents perceived they were experiencing. A similar trend was identified for the two questions that addressed degree of student happiness. (See Tables 3 and 4)

Students and their parents were also found to differ in their perception of the independent living needs of the students. Data presented in Table 5 reveal that a greater percentage of parents than students perceived managing money and problem solving as a need area, but that large percentages in both groups identified filling out forms as a priority. Finally, a much larger percentage of parents than students identified finding a job as a need area.

Table 5 also shows that traditional activities of daily living tended not to be identified as priority need areas by either the students or their parents. However, when statistical analysis of two of the questions that identified need areas were performed for educational classification subgroups, significant differences between the groups were revealed. The questions were: How much help do you need in these areas? and Would you like to be able to do any of the following better? Responses were grouped into "activity clusters" following procedures described by Burnett and Yerxa (1980) and a series of Kruskal-Wallis tests revealed that the MH group reported significantly more need for help in the Home Management cluster area ($X^2_{(df=3)} = 881$, $p < .05$) than the other groups. Similarly, they also indicated significantly more

desire than the other groups to improve in the social ($X^2(df = 3) = 9.84$, $p < .02$) and community mobility clusters ($X^2(df = 3) = 19.68$, $p = .0002$). It should be noted that although the differences on other clusters were not statistically significant, the MH group consistently indicated more need than the other groups.

In Table 6, student responses to the question, Would you like to be able to do any of the following better? are listed. Once again, the table reveals that when the total sample is considered, social/community skills are those in which the students perceived that they had the greatest need.

Students and their parents were asked to identify the areas in which they thought the students needed the most information. More than 50% of each sample identified getting a job, budgeting, and communication as high priority areas. Low need areas included information on sex and disability, adaptive equipment, and getting counseling. Information on going to college was identified as a priority need area by 66% of students but less than 27% of their parents.

Finally, we asked the parents to list the goals they had for their child and the students to list their own goals. What we found was that many students listed many more goals for themselves than their parents could for them. These results are presented in Table 7 and suggested the need for a parent intervention component to the model program that would address reasonable goal setting. Our conclusion that the parents were in need of intervention was additionally supported by the data we gathered on parent utilization of services that indicated that no

parents were utilizing the Department of Rehabilitation, 10% were utilizing Regional Centers, and only 24% were receiving DPSS or Social Security. It appeared that the parent sample was unaware of resources in the community from which they or their children could benefit.

Finally, and importantly, results on the Teacher Needs Assessment revealed that, of the seven teachers who served as respondents, four or more stated that more coverage was needed in 27 of 38 independent living skills areas included on the Teacher Needs Assessment. Five or six teachers, the most endorsing the need for programming in any one area, identified solving problems/making decisions, developing sensitivity to others, clarifying values, developing positive self-esteem, and understanding community resources as high priority areas.

Question 5: What implications did the results have for future programming?

The results of the needs assessment appeared to have several implications for program development. First, they suggested that the program should (1) stress the development of social and vocational competence, (2) foster problem solving and decision making, and (3) provide exposure to role models with disability who are living productive lives. Second, they indicated that a "canned" program for all disability groups would not suffice, as signficant differences were found in needs across the group constituted on the basis of educational classification. Third, the data pointed to the need for a strong parent learning component, particularly in the areas of resource utilization and goal setting for their children. Finally, the needs assessment

identified specific areas of transition that were, in the view of the special education teachers, in need of more intense coverage than is being provided in the special education classroom. Thus, the needs assessment established a complementary new role for occupational therapists who would work in conjunction with special educators.

In the final analysis, the data presented suggested that the students, their parents, and their teachers all perceived that the students had independent living skills needs. Occupational therapists, who have a long history of helping individuals with disability make the transitions from institutions to satisfying independent living are broadly trained in the techniques that foster independent decision making, self-direction, social competence, and coping. These appear to be the very areas the students, their parents, and their teachers identified as in need of programming if transition is to be accomplished.

The findings of the needs assessment thus may have implications beyond the Savanna High School setting. We would suggest that occupational therapists consider the data we have reported in conceptualizing and implementing programming of this kind at other mainstreamed high school settings where transition programs are now being established. The data found support for the notion that occupational therapy programming for high school transition needs to be more than ADL training; rather its focus must be on the organization of social and work behaviors, on the fostering of problem solving, decision making, and autonomy, and on the development of social competence.

Additionally, we recognize the need for future research in this area if such programs are to be well grounded in a data base. Such studies should address questions such as (1) whether the results we have reported can be validated in other settings and with other adolescents with disabilities, (2) the grade at which "transition" occupational therapy programming should be initiated, and (3) the effects of such programs on the transition from school to work and into independent living.

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Table 1

Percentages of Responses in Each Category
to the 14 Items on the SPSQ that
Met the Target Skill Criterion[a]

Item #	1 All of the time 100%	2 Most of the time 75%	3 Some of the time 50%	4 Almost none of the time 25%	5 None of the time	Merge of options 4 & 5
Home Management						
1. Scrape/stack dishes	28.89	22.22	15.56	2.22	24.44	26.66
2. Wash pots/pans	31.11	26.67	17.78	2.22	17.78	20.00
7. Put dishes etc. away	35.56	24.44	8.89	8.89	13.33	22.22
8. Use a floor mop	22.22	28.89	11.11	13.33	15.56	28.89
12. Clean a bathtub/ shower	35.56	13.33	17.78	6.67	17.78	24.45
Social/Community Problem Solving						
3. Explore training requirements	42.22	20.00	13.33	6.67	13.33	20.00
7. Find/use financial assistance programs	26.67	24.44	13.33	2.22	17.78	19.98
9. Find/use educational programs	31.11	24.44	22.22	8.89	11.11	20.00
10. Talk with parents about sex & money	46.67	8.89	8.89	4.44	20.00	24.45
16. Pay bills/balance account	24.44	20.00	11.11	8.89	11.11	20.00
17. Plan future savings/expenses	48.89	8.89	11.11	11.11	11.11	22.22

Table 1, continued

Item #	1 All of the time 100%	2 Most of the time 75%	3 Some of the time 50%	4 Almost none of the time 25%	5 None of the time	Merge of option 4 & 5
18. Budget income	33.33	8.89	20.00	6.67	13.33	20.00
20. Talk/participate in class	46.67	17.78	15.56	11.11	8.89	20.00
21. Plan recreational activities	44.44	13.33	20.00	8.89	13.33	22.22

[a]When the total percentage does not sum to 100, the remainder of responses were marked in the "does not apply to me" category.

Table 2

Responses of Students to Dichotomous Questions on Needs Assessment (n = 45)

Questions	Yes		No		Don't know		Missing	
	%	N	%	N	%	N	%	N
1. Are there any problems interfering with your ability to live independently?	20.00	9	64.44	29	2.22	1	13.33	6
2. Are you in a self-contained classroom?	84.44	38	13.33	6	22.22	1	--	--
3. Are you in a main-streamed classroom?	22.22	10	55.56	25	22.22	10	--	--
4. Do you need help doing homework?	55.56	25	33.33	15	11.11	5	--	--
5. Would you like to talk to an older adult like yourself who lives independently?	62.22	28	22.22	10	2.22	1	13.33	6
6. Would you like to talk to an older adult about your feelings?	31.11	14	40.00	18	2.22	1	26.67	12
7. Have you ever heard of the Department of Rehabilitation?	24.44	11	64.44	29	0	0	11.11	5
8. Are you a client of the Department of Rehabilitation?	4.44	2	66.67	30	28.89	13	--	--

Note. #4, type of help needed, was cited as (1) written language, (2) comprehension, (3) checking work, (4) help with specific subject, (5) reading, and (6) spelling.

Table 3

Student Responses to Quality of Life Questions

Responses	Mean	SD	%	Number
How happy are you?	3.69	0.97		
Very unhappy			4.44	2
Unhappy			4.44	2
So-so			26.67	12
Happy			46.67	21
Very happy			17.78	8
How satisfied are you with your life?	3.67	0.88		
Very unsatisfied			2.22	1
Unsatisfied			2.22	1
So-so			40.00	18
Satisfied			37.78	17
Very satisfied			17.78	8

Table 4

Parent Responses to Questions on
Their Child's Quality of Life

Questions	%	Number
How happy do you think your child is?		
Very unhappy	5.26	2
Unhappy	18.42	7
So-so	34.21	13
Happy	39.47	15
Very happy	2.63	1
How satisfied do you think your child is?		
Very unsatisfied	2.63	1
Unsatisfied	18.42	7
So-so	42.11	16
Satisfied	28.95	11
Very satisfied	7.89	3

Table 5

Student and Parent Perspectives on How Much Help the Students Need in Specific Independent Living Functions

Assistance	Students		Parents	
	No.	%	No.	%
Using telephone	4	8.89	5	13.15
Managing money*	21	46.67	26	68.43
Conserving physical energy	8	17.78	4	10.53
Solve problems/make decisions*	15	33.33	26	79.95
Prepare a meal	8	17.77	19	50.00
Shop for groceries	6	13.33	19	50.00
Drive car/take the driving test*	18	40.00	20	52.63
Use public transportation	9	40.00	16	42.10
Go on a job interview*	14	31.11	19	50.00
Fill out forms*	25	55.56	27	71.05
Find a job*	17	37.78	23	60.53
Clean my room	4	8.89	8	21.05
Wash clothes	7	15.55	16	42.11
Schedule time	7	15.55	20	52.64
Grooming myself	2	4.44	11	28.94
Dressing myself	2	4.44	2	5.26
Feeding myself	1	2.22	0	0

Note. * marks areas in which students, parents, or both perceived need for help.

Table 6

Student Responses to the Question: Would You Like to Be Able to do Any of the Following Activities Better?

Responses	Yes		No		Does not apply	
	%	N	%	N	%	N
Drive car/take driver's test*	64.44	29	33.33	15	2.22	1
Managing money*	57.78	26	40.00	18	2.22	1
Find a job*	55.56	25	42.22	19	2.22	1
Solve problems/make decisions*	53.33	24	44.44	20	2.22	1
Fill out forms*	53.33	24	44.44	20	2.22	1
Date*	48.89	22	48.89	22	2.22	1
Meet new people*	46.67	21	51.11	23	2.22	1
Take a trip*	46.67	21	51.11	23	2.22	1
Go on a job interview*	46.67	21	51.11	23	2.22	1
Prepare a meal*	44.44	20	53.33	24	2.22	1
Enjoy spare time*	40.00	18	57.78	26	2.22	1
Make friends	37.78	17	60.00	27	2.22	1
Eat in a restaurant	35.56	16	62.22	28	2.22	1
Grooming myself	31.11	14	66.67	30	2.22	1
Wash clothes	31.11	14	66.67	30	2.22	1
Schedule time	31.11	14	66.67	30	2.22	1
Be in public comfortably	31.11	14	66.67	30	2.22	1
Talk to teachers	31.11	14	66.67	30	2.22	1
Shop for groceries	28.89	13	68.89	31	2.22	1
Use public transportation	28.89	13	68.89	31	2.22	1
Clean my room	28.89	13	68.89	31	2.22	1
Using telephone	26.67	12	71.11	32	2.22	1
Dressing myself	22.22	10	75.56	34	2.22	1
Feeding myself	22.22	10	75.56	34	2.22	1
Conserving physical energy	20.00	9	77.78	35	2.22	1

Note. * marks areas on which greater than 40% of the respondents wanted to do better.

Table 7

Number and Percentage of Students and Parents Indicating Particular Future Goals for the Student*

Goals	Student (n = 45) %	Student (n = 45) n	Parent (n = 38) %	Parent (n = 38) n
Vocational/job	62.22	28	47.37	18
Material--car, house, money	24.44	11	15.79	6
Sports participation/physical development	20.00	9	0	0
Social/familial--marriage, children	15.56	7	2.63	1
Live independently	11.11	5	18.42	7
School--college, vocational	8.89	4	0	0
Social activities--parties, concerts, shopping	6.67	3	0	0
Increase academic skills	6.67	3	0	0
Social relationships--friends	6.67	3	0	0
Travel	6.67	3	0	0
ADL skills	4.44	2	0	0
Avocational/leisure	4.44	2	0	0
Live with family	4.44	2	0	0
Applied skills, e.g., fixing cars	2.22	1	0	0
Musical skills	2.22	1	0	0
Fame/fortune	2.22	1	0	0
To be useful/productive	2.22	1	2.63	1
Graduating high school	2.22	1	5.26	2
Happiness, good life	2.22	1	0	0
Dropping out	2.22	1	0	0

Table 7, continued

Goals	Student (n = 45) %	Student (n = 45) n	Parent (n = 38) %	Parent (n = 38) n
No goals, unclear	2.22	1	5.26	2
Leave group home	0	0	2.63	1
Child not capable of setting goals	0	0	2.63	1
Don't know	0	0	7.89	3
Missing data	8.89	4	21.05	8

*Rank ordered by student data.